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ABSTRACT

This planning guide is intended to assist program planners and curriculum developers in selecting entrepreneurship materials that are appropriate for students at the secondary, postsecondary, or adult levels. The guide suggests the following five essential steps necessary for developing training programs: assessing the status of the situation, defining the problem, selecting a solution, implementing the solution, and monitoring the solution. In order to accomplish these tasks, an action planning process is suggested for use in examining the existing available curriculum resources. The following worksheets are included for use by program planners: (1) a guide to designing entrepreneurship training, (2) a guide to assessing curriculum priorities, and (3) a guide to implementing entrepreneurship training. Eight curriculum resources are explored in depth. For each of these resources previously developed under federal and state funds, an abstract has been prepared that includes the source of the product, the materials available, level and scope of the resources, format, special features, and instructional units. In addition, items are included in order to illustrate a typical sample of what is to be found in the resources. The following four charts summarizing the resources are useful in completing the worksheets: background information, selected features, subject matter, and teacher and student materials. Finally, several additional curriculum resources, additional references, and a list of relevant organizations are included. (KC)

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Leadership Training Series No. 62

ENTREPRENEURSHIP IN VOC ED: A GUIDE FOR PROGRAM PLANNING

written by

Edward L. Davis
Distributive Education Clubs of America

and

Margaret A. Zelinko
Marshall University

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1982

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FOREWORD

Entrepreneurship in Voc Ed: A Guide for Program Planning reviews eight major curriculum resources for use in developing entrepreneurship training programs. Its primary purpose is to assist program planners and curriculum developers in selecting entrepreneurship materials that are appropriate for the populations served by their educational agencies. The guide, therefore, should be of great value to a wide variety of vocational education planners and developers at all levels in implementing their entrepreneurship training programs. The guide, a special package of the National Center's Fourth Year Dissemination and Utilization Program, is unique in that it offers an action planning *process* for use in examining the available resources in this relatively new, but extremely important, curriculum area.

The profession is indebted to Dr. Edward L. Davis of the Distributive Education Clubs of America and Ms. Margaret A. Zelinko of Marshall University for their scholarship in preparing the guide. Mr. Leo Presley and Ms. Donna Metcalf, both of the Oklahoma State Department of Vocational and Technical Education; Ms. Blanche Curran of Pottsville, Pennsylvania; and Dr. Cathy Ashmore of the National Center for Research in Vocational Education contributed to the development of the paper through their critical review of the manuscript. Staff who assisted in the production of the guide included Dr. Jay Smink, Dr. Judith Samuelson, Dr. Robert Bhaerman, Ms. Shelley Grieve, and Mr. Raymond E. Harlan. Additional editorial assistance was provided under the supervision of Ms. Janet Kiplinger of the National Center's Field Services staff.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This planning guide is intended to assist program planners and curriculum developers in selecting entrepreneurship materials that are appropriate for the populations served by their educational agencies, either at the secondary, postsecondary, or adult levels.

The guide suggests the following five essential steps necessary for developing training programs: assessing the status of your situation, defining the problem, selecting a solution, implementing the solution, and monitoring the solution. In order to accomplish these tasks, an action planning *process* is suggested for use in examining the existing available curriculum resources. The following worksheets are included for use by program planners: (1) a guide to designing entrepreneurship training, (2) a guide to assessing curriculum priorities, and (3) a guide to implementing entrepreneurship training.

Eight curriculum resources are explored in depth:

- *Achieving Success in Small Business: A Competency-Based Educational Program for Persons Interested in Small Business Ownership*, developed by Virginia Polytechnic Institute and State University
- *Entrepreneurship Education*, developed by the University of Illinois
- *E.T.C.—Entrepreneurship Training Components*, developed by American Institutes for Research in the Behavioral Sciences
- *The IDECC Learning Activity Packages*, developed by the Interstate Distributive Education Curriculum Consortium
- *PACE—A Program for Acquiring Competence in Entrepreneurship*, developed by the National Center for Research in Vocational Education, The Ohio State University
- *Preparing for Entrepreneurship*, developed by Arizona State University
- *Small Business Management and Ownership*, developed by CRC Education and Human Development, Inc.
- *Small Business Ownership Management Entrepreneurship*, developed by the University of Arkansas in cooperation with the Arkansas Department of Education

For each of these resources previously developed under federal and state funds, an abstract has been prepared that includes the source of the product, the materials available, level and scope of the resources, format, special features, and instructional units. In addition, items are included in order to illustrate a typical sample of what is to be found in the resource.

The following four charts summarize the resources and are useful in completing the worksheets: (1) background information, (2) selected features, (3) subject matter, and (4) teacher and student materials. Lastly, several additional curriculum resources, additional references, and a list of relevant organizations are included.

Section I
INTRODUCTION

Purpose of the Guide

The purpose of this guide is to assist program planners and curriculum developers in implementing entrepreneurship training by providing an action planning *process* for use in selecting entrepreneurship materials that are appropriate for the population served by their educational agencies. The guide will assist users in the following activities:

- Becoming aware of a variety of available curriculum materials
- Selecting materials that are appropriate for a given program
- Identifying essential elements of an entrepreneurship education program
- Becoming aware of alternative approaches for implementing programs
- Developing a plan for implementing programs
- Performing effectively as a resource person for developing programs

Entrepreneurship: A Brief Perspective

The word "entrepreneur" brings to mind that bold, daring individual who is willing to take a chance with an idea—the person who is starting a business. Going into business for oneself is a large part of the American dream. However appealing, the future of new businesses is never predictable. The potential for success certainly exists: 97 percent of American businesses are classified as small businesses by the U.S. Small Business Administration (SBA), and one out of eight Americans is self-employed (U.S. Department of Commerce 1975). Small businesses produce 44 percent of the United States Gross National Product (GNP). Nevertheless, small business failures are common, since approximately 400,000 businesses are dissolved each year. According to the SBA, almost half of all small businesses fail within the first two years of operation. With 56 percent of all employees in this country working for small businesses, the economic impact of their success or failure is felt in every segment of the economy.

The largest single cause of business failure is poor management. Entrepreneurship training, therefore, has become an important part of a successful educational program. Vocational education, as a part of a program of preparing students for employment, is beginning to accept the challenge of providing entrepreneurship training. Entrepreneurship curriculum development at the national, state, and local levels is evidence of the growing commitment to entrepreneurship education by vocational educators.

In order to understand the current scene, however, it is useful to understand something of the background of entrepreneurship. In the early 1900s, the United States was continuing its industrial development. Because industries grew faster than the number of trained workers, a shortage of these workers resulted. The federal government responded by appropriating funds to states for vocational education. The intent was to meet the immediate national need for workers. Vocational education responded to the need of the time.

Today's instructional programs continue that mission. Vocational education is again responding to the needs of the time. The success of small businesses is critical to continued economic growth in America. Vocational education must, therefore, continue to provide expanded educational services to potential entrepreneurs.

Not many years ago, the National Education and Training Task Force for Minority Business Enterprise (1974) concluded that entrepreneurship as a career opportunity is ignored by the educational system. In order to counter this situation, the task force recommended the following actions at various levels:

- Establish clear direction and leadership at the national level. No single agency has ultimate responsibility for (minority) business enterprise education and training development.
- Establish coordinators at the state and local levels. The vast network of resources must be linked and coordinated.
- Establish delivery systems at the local level.
- Develop improved curriculum and teaching resources.
- Develop career awareness programs.
- Establish work experience programs for potential (minority) entrepreneurs.

Vocational programs must be expanded to address entrepreneurship in three dimensions:

1. *Exposure* to make students aware of entrepreneurship as a career option
2. *Exploration* to provide a basic understanding of the essential concepts of entrepreneurship
3. *Preparation* to assist persons who enter and operate a small business

Organizing for Entrepreneurship Training

The potential for extended entrepreneurship training is limited only by the creativity of program planners. The primary responsibility of vocational educators, in this regard, is to provide students with the wherewithal to earn a living as an employer *or* employee. This responsibility can be addressed in a number of ways. The first task, however, is to identify the environment within the vocational setting that will best meet the needs of the students who are being served. In the opinion of the authors, all students—secondary, postsecondary, and adult—should be exposed to entrepreneurship either as an option within a possible career choice or by actual implementation of a more formal process. There are a number of possible combinations that exist for entrepreneurship training at all school levels and in all settings where vocational, technical, and adult education occur. Three examples are suggested as follows:

- As a separate program in a high school
- As part of an existing occupational program
- As a part-time program for adults

As a Separate Program in a High School

Target populations

- Students who have gained technical skills in a craft or a trade by experience or training outside the traditional school curriculum, e.g., musicians, leatherworkers, painters, farmers, or students who grew up in a family business
- Students who have completed vocational or technical training but have not completed high school, e.g., typists, mechanics, carpenters, plumbers, chefs, and food service graduates

Instructional goals

- To develop an awareness of the opportunities of small business ownership
- To develop the planning skills needed to open a small business

Delivery system options

- A special course taught as a marketing and distributive education elective
- A team-teaching situation with students rotating among minicourses in marketing, management, and business finance
- A semester-length minicourse offered as a senior seminar

As Part of an Existing Occupational Program

Target populations

- Students who have excelled in the vocational or technical education curriculum and who need additional challenges
- Students who have gained basic occupational skills and have decided to remain in a rural area with limited employment opportunities
- Students who may be interested in opening a small business in the future after working in the occupational area for some time

Instructional goals

- To explore career options in small business management
- To develop planning skills needed to open a small business

Delivery system options

- As part of a capstone program involving the removal of students from the traditional vocational education program for class periods throughout the year, e.g., three hours per week
- Individualized modules that can be utilized by students in a learning resource center
- Instructional content included as part of every occupational program within the facility, e.g., school stores and sales projects in any vocational program

Instructional goals

- To develop an awareness of the opportunities of small business ownership
- To develop the planning skills needed to open a small business

Delivery system options

- Full-time (six hours per day) classes for six to twelve weeks
- Three-hour blocks for twelve to twenty-four weeks
- Seminars offered at major employment centers, such as shopping malls, utilizing any of the above options

As a Part-Time Program for Adults

Target populations

- Individuals who already are operating their own small business
- Individuals employed full-time but who are interested in becoming self-employed
- Individuals who are currently managing small businesses but who wish to upgrade their skills
- Organizations of small business people who are interested in upgrading their entrepreneurship skills
- Craftspeople, artists, and others who operate a small business as a sideline

Instructional goals

- To develop planning skills needed to open a small business
- To develop skills necessary to operate and maintain a business after it has been established
- To develop problem-solving skills

Delivery system options

- Seminars offered at various times during the day or evening on specific topics relating to entrepreneurship
- Self-paced modules that individuals might complete at home and then meet with instructors to review and evaluate progress
- Seminars cosponsored by groups interested in supporting small businesses, e.g., Small Business Administration (SBA), Active Corps of Executives (ACE), and Senior Corps of Retired Executives (SCORE)

DEFINITION OF TERMS

While most of the readers undoubtedly are familiar with the following terms, these definitions are reprinted from the sources listed in order to establish a common definitional base of terms used throughout the guide:

- **Entrepreneurship** –

  The process of planning and organizing a small business venture. Marshalling of people and resources to create, develop, and implement solutions to problems to meet people's needs.

  New Venture Creation: A Guide to Small Business Development. Timmons, Jeffery; Smollen, Leonard F.; and Dingee, Alexander L. M. Homewood, IL: Richard D. Irwin, Inc., 1977.

- **Entrepreneur** –

  One who organizes, manages, and assumes the risks of a business or enterprise.

  Webster's Dictionary, 1979 Edition.

- **Small Business** –

  One which (1) is independently owned and operated, (2) is not dominant in its field, and (3) which meets the criteria outlined by the Small Business Administration.

  Jack Swick. *A Handbook of Small Business Finance.* Small Business Management Series no. 15. Washington, DC: U.S. Small Business Administration, 1975.

"The potential of vocational education as a spawning ground for future inventors, innovators, and entrepreneurs tends to be ignored."

from *Learning Environments for Innovation.*
A Report of the Commerce Technical Advisory Board
U.S. Department of Commerce
May 1980

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U.S. Department of Commerce, Small Business Administration. "SBA Facts" (brochure). Washington, DC: U.S. Department of Commerce, Small Business Administration, 1975.

Section II
STEPS IN DEVELOPING ENTREPRENEURSHIP TRAINING

An Overview of Five Essential Steps

Once the determination has been made that entrepreneurship training is appropriate for a local education agency, the task for program planners is to design and implement the program. Implementing entrepreneurship training, as any other planned change in education, includes:

Step 1: Assessing the Status of Your Situation

Step 2: Defining the Problem

Step 3: Selecting a Solution

Step 4: Implementing the Solution

Step 5: Monitoring the Solution

This section of the guidebook briefly discusses each step in this process.

Step 1: Assessing the Status of Your Situation

During this stage, planners should take a look at "what is." They should, therefore, examine the following questions:

- What populations are to be served?
- What current activities relating to entrepreneurship are being conducted?
- What are the instructional delivery formats?
- What resources are available?

To determine "what is," program planners also should try to complete one or more of the following activities:

- Discuss the potential for entrepreneurship training with local vocational educators; follow this with meetings with other school staff and/or citizen groups.
- Review policy statements and administrative guidelines relating to new or innovative programs to determine procedures for implementation.
- Conduct student surveys to determine the specific characteristics of various target populations.

Data should be analyzed to provide information that will assist the planner in identifying a *structure* for entrepreneurship training.

Step 2: Defining the Problem

Based on the assessment in Step 1, the planner should complete Worksheet 1. This will allow the planner to identify the dimensions or parameters in which entrepreneurship training must function. This stage should result in formulating tentative program goals and in identifying target populations, the levels of instruction, and the possible schedule.

Step 3: Selecting a Solution

Worksheet 1 at the end of this section is intended to assist the planner in defining the dimensions of entrepreneurship training. Once these have been identified, the planner should review the curriculum resource in this light. The final selection of resources will be based on a combination of strengths and weaknesses that appear to provide the greatest potential for success in instruction.

To select the appropriate curriculum, the planner should identify the relative value of a number of different product features, e.g., reading levels, the availability of audiovisuals, and program goals and objectives of the local educational agency. Additional data should be considered in setting curriculum resource priorities. Program planners should develop their own data sources based on objectives and on the availability of data. The four summaries in the next section are designed to provide comparative data on the resources that are described in this guide. Since more information is included than would be utilized in a typical review, the planner should select the criteria that are most relevant to the local situation. Worksheet 2 is designed to assist in this process.

Once a decision is made about which criteria will be utilized, the planner should organize the data in such a way that a comparison can be made of the various curriculum options. One method of making this comparison is by means of a *priority matrix.* Under this system, relative values are assigned to each criterion. Decisions then are based on the cumulative scores of each product, as shown in the following sample.

CURRICULUM PRIORITY MATRIX
(Sample)

Curriculum Resources	*Priority Criteria:* Reading level	Audiovisuals	Individualized instruction	Special populations and materials	Appropriate depth of instruction (weight = 2)	Curricular priority index (total scores)	Rank priority order
Resource X	1*	1	3	3	3 x 2 = 6	14	1
Resource Y	2	0	1	0	3 x 2 = 6	9	2
Resource Z	0	2	2	3	1 x 2 = 2	9	2

*General ranking of cell scores:

0 – inappropriate for proposed training program
1 – low priority
2 – moderate priority
3 – high priority

By reviewing each criterion separately, assigning a point value to each criterion, and summing the points, the planner can compare the resources across a series of criteria. The relative value of the criteria can be adjusted by weight (as shown in the criterion labeled Appropriate Depth of Instruction). The planner then is in a position to determine the curriculum with the best combination of features that are deemed important by the local education agency. (See Worksheet 2.)

Step 4: Implementing the Solution

Based on Worksheets 1 and 2, the planner should be able to identify the target population, the program structure, the program objectives, and the needed curriculum resources. The new training program then must be equipped, scheduled, budgeted, staffed, and publicized. Strategies will vary with local educational agencies; however, successful implementation will depend on the relevant information constantly being provided to all persons involved in the program. A structured description of the proposed training program often is useful. In order to organize the proposed training program, the reader is urged to utilize Worksheet 3.

Step 5: Monitoring the Solution

Every aspect of the new training program must be continually reviewed in order to evaluate its effectiveness. Based on these reviews, adjustments should be made to accommodate economic or technological changes. An excellent tool for monitoring any vocational program is the use of an advisory committee. Such a committee could be particularly useful to this type of training program. A broad representation of educators, government personnel (e.g., from the U.S. Small Business Administration), current practitioners, and program graduates would provide a great deal of assistance in monitoring the program.

In planning entrepreneurship programs, the following worksheets can be used to accomplish the preceding steps. These worksheets include the following:

- Worksheet 1: A Guide to Designing Entrepreneurship Training (Step 2)
- Worksheet 2: A Guide to Assessing Curriculum Priorities (Step 3)
- Worksheet 3: A Guide to Implementing Entrepreneurship Training (Step 4)

WORKSHEET 1

A Guide to Designing Entrepreneurship Training
(Step 2)

The purpose of this worksheet is to identify the environmental factors affecting entrepreneurship training in a local education agency.

1. IDENTIFY CURRENT ENTREPRENEURSHIP PROGRAM

- Identify sources, programs, or units of instruction that are currently available in the following areas:

	High School	Adult Full-Time	Adult Part-Time
• Exposure – awareness of entrepreneurship as a career option			
• Exploration – awareness of the characteristics of an entrepreneur			
• Preparation – skills in opening and operating a small business			

- What areas and levels of instruction are not being served adequately by the current offerings?

_____

_____

_____

2. IDENTIFY TARGET POPULATIONS

- Identify the number of students interested in entrepreneurship at each level of instruction.

  [Sources of data: student interest surveys; personal interviews with students; and discussions with guidance counselors, advisory committees, and community leaders]

	High School	Adult Full-Time	Adult Part-Time
• Exposure:			
• Exploration:			
• Preparation:			

- Utilizing the above data, determine the populations with the greatest documented needs:

_____

_____

_____

3. IDENTIFY SCHEDULING OF FACILITIES

- Identify the time frames currently used for instruction, e.g., one-hour block, three-hour block.

(1) _____

(2) _____

(3) _____

(4) _____

[Sources of data: scheduling policies, administrators, class list, etc.]

	High School	Adult Full-Time	Adult Part-Time
Days			
Evenings			
Other (identify)			

- What type of schedule would be most effective for the population identified?

_____

_____

_____

WORKSHEET 2

A Guide to Assessing Curriculum Priorities
(Step 3)

The purpose of this worksheet is to assist the planner in evaluating the various curriculum resources by using several different criteria at the same time. This process will guide planners through four tasks.

Task 1 – Identify the criteria they wish to use in evaluating the resources

Task 2 – Identify, for each criterion, a series of standards ranging from most desirable to unacceptable and assign a point value to each standard

Task 3 – Weigh the various criteria to allow for relative importance

Task 4 – Enter the criteria on the priority matrix for each product

Task 1

Select the criteria to be used in evaluating the various resources. The criteria should be based on the objectives of the program being planned and should be reviewed by all school and industry personnel involved in the proposed program. The suggested criteria from which to select are as follows:

- Cost
- Reading level
- Population served
- Approximate course length
- Number of units or modules
- Format
- Special facilities or equipment requirements
- Depth of instruction
- Specific content, i.e., basic economic concepts, location, etc.
- The inclusion in the curriculum of–
  - – behavioral objectives
  - – content outlines
  - – transparency masters or handouts
  - – suggested teaching strategies or utilization guide
  - – content narrative
  - – student activities
  - – implementation project(s)
  - – suggested references
  - – supplemental readings
  - – evaluation techniques

Task 2

Each criterion selected can be broken into the four general categories. These categories allow the planner to assign a value to each product for each criterion. For example, if reading level is determined to be one of the criteria, then a level that is unacceptable must be identified, as well as the ideal reading level for the particular target group. The remaining two values can then be assigned points in between the two. The result would take the following format:

0 – for a reading level below the seventh or above the twelfth grade

1 – for a reading level between tenth and eleventh grade

2 – for a reading level between ninth and tenth grade

3 – for a reading level between the seventh and ninth grade

Indicate the criteria you have selected on the left side and the various standards (or cell values) on the right, as shown below. You may need more than five criteria; if so, simply list them on a separate page.

Criteria	*Cell Values*
1. _____	0 – 1 – 2 – 3 –
2. _____	0 – 1 – 2 – 3 –
3. _____	0 – 1 – 2 – 3 –
4. _____	0 – 1 – 2 – 3 –
5. _____	0 – 1 – 2 – 3 –

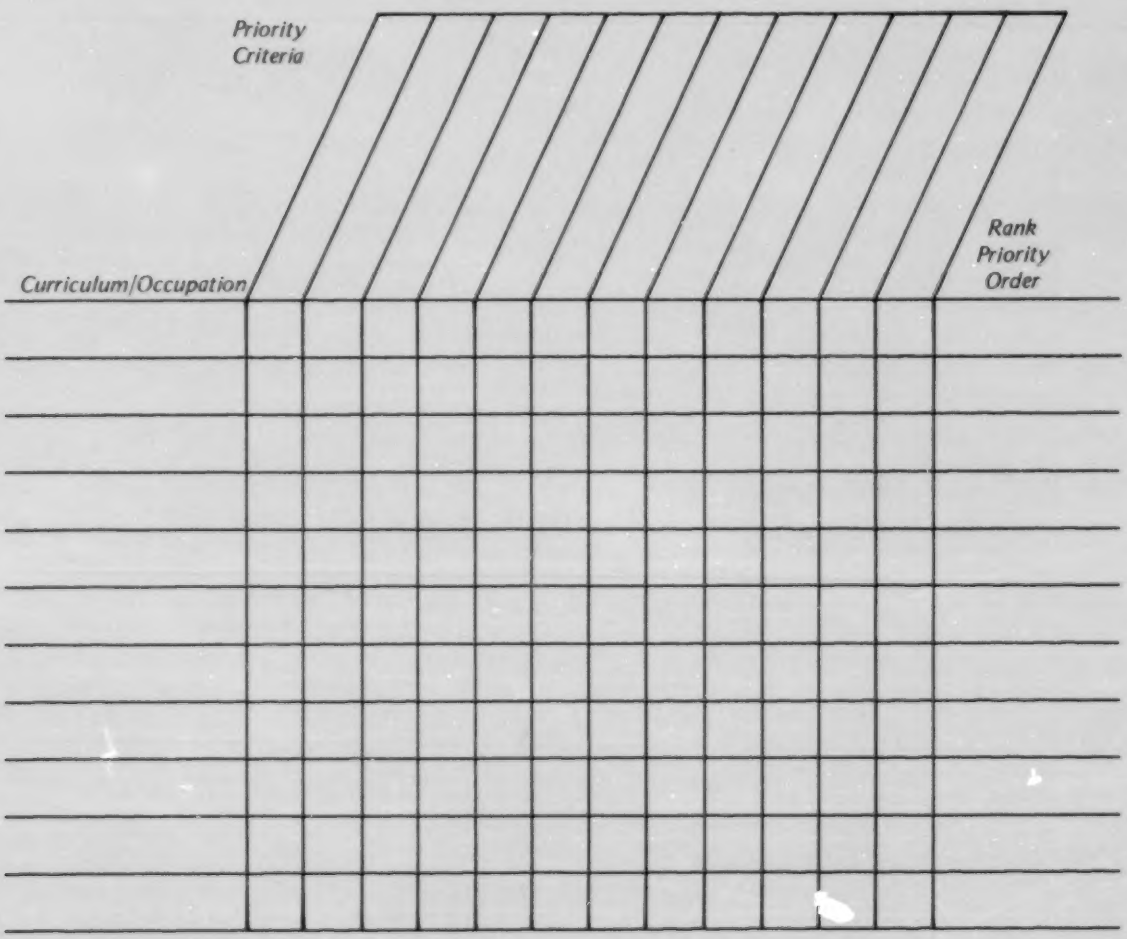
Task 3

After the criteria and cell values have been identified, review them in order to determine if each should be considered equal or if one or more have greater value to your proposed program. For example, if the reading level is critical, its score may need to be doubled in your decision making.

Task 4

The criteria next should be entered on the priority matrix and each resource reviewed. (The four summary charts in the next section should be helpful in this process.) Cell values should be assigned each product, adjustment made for greater weight, and a rank order identified. The results will be the identification of the most useful curriculum for your objectives. (See sample in Step 3.)

CURRICULUM PRIORITY MATRIX



WORKSHEET 3

A Guide to Implementing Entrepreneurship Training

(Step 4)

The purpose of this worksheet is to summarize and organize the decisions made on Worksheets 1 and 2 into a concrete plan of implementation. This plan can serve as a guide to further development of entrepreneurship training or as a part of a formal proposal to begin the training.

Objectives for Entrepreneurship Training Program

Complete those objectives that are applicable for this curriculum.

1. _____ Number of secondary students to be enrolled
2. _____ Number of adult full-time students to be enrolled
3. _____ Number of adult part-time students to be enrolled
4. _____ Total number of hours required to complete this curriculum
5. _____ Number of contact hours per week to be provided to each student
6. _____ Student-teacher ratio
7. _____ The level of instruction planned (choose one: exposure, exploration, preparation)
8. Describe facilities available for operating this curriculum. Attach a list of equipment items available for use by students in this program. Additional equipment needed should be identified separately.

9. Describe the need for this program. Such a description should include but should not be limited to human resource needs, lack of similar offerings by other training sources in the area, and results of student interest surveys.

Curriculum Description for New Program

- List the criteria used to select the curriculum (see Worksheet 2):

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

- Major topics planned (obtain from curriculum resources selected):

Topics	*Instructional hours*

Section III
EXPLORING THE SELECTED CURRICULUM RESOURCES

This section reviews eight selected entrepreneurship curriculum products that have been identified as appropriate for entrepreneurship competencies. They include various types of educational materials to meet the needs for education at three levels—exposure, exploration, and preparation for entrepreneurship.

Contents of this section include summary charts to show the similarities and differences between these eight curriculum products. This is followed by a description of each of the eight curriculum products. Each product is described in the following ways:

1. Title
2. Source availability
3. Materials
4. Level and scope of the content
5. Format or instructional design
6. Special features
7. Instructional units
8. Sample items

Selection Criteria

The resources selected for inclusion in this guide were identified through a review of recent entrepreneurship curriculum projects. In order to be included, each product had to meet the following criteria:

- Public Domain: All products selected for review are available from noncommercial sources and were developed under contracts and/or grants from private foundations or government sources.
- Availability: All products selected for review are currently in print and available for dissemination.
- Usability: All products are appropriate for use with one or more of the target populations served by vocational education.
- Compatibility: All products are appropriate for use in one or more of the delivery systems used by vocational educators.
- Reading Level: The products are written at levels that are appropriate for their target populations.

- Timeliness: All products were developed within the last five years.
- Cost: The cost of purchasing and implementing the materials is reasonable in terms of expected outcomes.

Selected Products

The following resources met the required criteria and are included in this guide:

Curriculum Products:	*Authors/Project Directors:*
Resource 1: *Achieving Success in Small Business: A Competency-Based Educational Program for Persons Interested in Small Business Ownership*	Barry Reece
Resource 2: *Entrepreneurship Education*	Thomas J. Scanlan, Henry J. Sredl, Robert Nelson, and Rupert N. Evans
Resource 3: *E.T.C.—Entrepreneurship Training Component*	Carolyn McFarlane
Resource 4: The Interstate Distributive Education Curricula Consortium (DECC) *Learning Activity Packages*	A consortium of states, numerous authors
Resource 5: *PACE (Revised)—A Program for Acquiring Competence in Entrepreneurship*	The National Center for Research in Vocational Education
Resource 6: *Preparing for Entrepreneurship*	Kenneth L. Rowe
Resource 7: *Small Business Management and Ownership*	Nancy Holt, Jo Shuchat, and Mary Lewis Regal
Resource 8: *Small Business Ownership Management Entrepreneurship*	Jim Walden

Four Short Summary Charts of the Resources

In order to help planners use the worksheets in section 2, the following four short—but important—summary charts have been prepared: (1) Selected Features, (2) Background Information, (3) Entrepreneurship Topics, and (4) Teacher and Student Materials.

In Summary Chart 1 the reading level was adapted from "Applying the Flesch Formula" (Reading Ease Formula) in American Association for Vocational Instructional Materials, in *Select Student Instructional Materials*, Performance-Based Teacher Education Module B-5 (Athens, GA: American Association for Vocational Instructional Materials, 1977).

SUMMARY CHART 1: SELECTED FEATURES

Curriculum Resource	*Reading Level**	*Population Served*	*Approx. Course Length*	*No. of Units/ Modules*	*Instructional Format*	*Resources Required*	*Depth of Instructor Knowledge Required*
1. Achieving Success in Small Business	13th to 16th year	Adult, Post-secondary	Self-paced	12 modules	Individualized	Select SBA materials, cassette player	Extensive
2. Entrepreneurship Education	13th to 16th year	Secondary, Adult, Postsecondary	Volume I—16 hours; Volume II—instructor-determined	19 sessions + 100 units	Group, Group/ individualized	Community business personnel	Minimal
3. E.T.C.	10th to 12th year	Secondary	Self-paced	1 general module; 35 business specific modules	Group and individualized	Community business personnel, select SBA materials	Some
4. IDECC	10th to 12th year	Secondary, Adult, Postsecondary	Self-paced	11 curriculum sections	Group and individualized	Text resources, community business personnel	Some
5. PACE (Revised):							
Level 1	7th year	Secondary	18 hours	18	Individualized	Community business personnel	Some
Level 2	9th year	Upper secondary, Beginning Post-secondary, Adult	36 hours	18	Individualized	Community business personnel	Some
Level 3	10th year	Upper secondary, Postsecondary, Adult	54 hours	18	Individualized	Community business personnel	Some
6. Preparing for Entrepreneurship	13th to 16th year	Secondary	Instructor-determined	13	Group	Community business personnel	Some
7. Small Business Management and Ownership	13th to 16th year	Secondary, Postsecondary	Instructor-determined	Vol. I —10 units Vol. II —9 units Vol. III—simulation Vol. IV—problems	Group	Community business personnel	Minimal
8. Small Business Ownership Management Entrepreneurship	13th to 16th year	Secondary, Adult, Postsecondary	Self-paced	12 modules	Individualized	Community business personnel	Some

SUMMARY CHART 2: BACKGROUND INFORMATION

Curriculum Resource	*Developers*	*Sponsors*	*Publ. Date*	*Cost*	*Source*
1. Achieving Success in Small Business *ED 164 780-792	Virginia Polytechnic Institute and State University	Bureau of Occupational and Adult Education, U.S. Office of Education	1977	$75 – 6 cassette tapes; 12 modules in notebook	Wisconsin Vocational Studies Center University of Wisconsin 1025 West Johnson Street Madison, WI 53706
2. Entrepreneurship Education ED 190 863-865	Department of Vocational and Technical Education, College of Education, University of Illinois	Illinois State Board of Education, Department of Adult, Vocational and Technical Education	1980	$19.50 for all three volumes	Curriculum Publication Clearinghouse 76 B Horrabin Hall Western Illinois University Macomb, IL 61455
3. E.T.C.**	American Institutes for Research in the Behavioral Sciences	Office of Vocational and Adult Education, U.S. Department of Education, and 30 state education agencies	1980	$200 for complete set of 36 modules; individual modules may be purchased ($9 each)	Wisconsin Vocational Studies Center University of Wisconsin 1025 West Johnson Street Madison, WI 53706
4. IDECC	IDECC (Interstate Distributive Education Curriculum Consortium)	Consortium of States (Marketing/Distributive Education)	1974	$550 – Basic system; 40% discount for member states	IDECC The Ohio State University 1564 West First Avenue Columbus, OH 43212

continued

Summary Chart 2, continued

Curriculum Resource	*Developers*	*Sponsors*	*Publ. Date*	*Cost*	*Source*
5. PACE (Revised)	The National Center for Research in Vocational Education, The Ohio State University	Office of Occupational and Adult Education, U.S. Department of Education	Write for information		National Center for Research in Vocational Education 1960 Kenny Road Columbus, OH 43210
6. Preparing for Entrepreneurship ED 201 751	College of Business Administration, Arizona State University	Arizona Department of Education, Vocational Education Division, Research Coordinating Unit	1979	$6 including postage and handling; $10 including postage, handling, and binding	Arizona Department of Education Research Coordinating Unit 1535 W. Jefferson Phoenix, AZ 85007
7. Small Business Management and Ownership ED 173 623-624	CRC Education and Human Development, Inc. (Belmont, MA)	Bureau of Occupational and Adult Education, U.S. Office of Education	1979	Vol. I – $7.25 Vol. II – $8.00 Vol. III – $4.00 Vol. IV – $3.50 Total – $22.75 *GPO Stock Numbers:* Vol. I – 017-080-02000-9 Vol. II – 017-080-02002-5 Vol. III – 017-080-02001-7 Vol. IV – 017-080-02003-3	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402
8. Small Business Ownership Management Entrepreneurship ED 174 855	University of Arkansas in cooperation with the Arkansas Department of Education	Arkansas Department of Education, Division of Vocational, Technical, and Adult Education	1978	$15.00 (est.)	University of Arkansas Vocational Education Department Fayetteville, AR 72701

*ERIC Document Reproduction Service Number
**ERIC Document Number available in June 1982 *Resources in Education*

SUMMARY CHART 3: ENTREPRENEURSHIP TOPICS

Curriculum Resource:	*Basic economic concepts*	*Readiness to become an entrepreneur*	*Developing the business plan*	*Financing the operation*	*Location*	*Forms of business*	*Management techniques – planning*	*– organizing*	*– evaluation & control*	*Personnel decision*	*Recordkeeping and systems*	*Legal advice*	*Promotion*	*Merchandising concepts*	*Selling*	*Insurance*	*Evaluation*
1. Achieving Success in Small Business			●	●			●	●		●	●	●	●	●	●	●	
2. Entrepreneurship Education:																	
Volume I		●					●										
Volume II		●	●	●	●	●		●		●	●	●	●		●	●	
3. E. T. C.		●	●	●	●	●	●	●		●		●	●	●		●	
4. IDECC	●						●					●		●			
5. PACE (Revised)		●	●	●	●	●	●	●		●	●	●	●	●	●	●	
6. Preparing for Entrepreneurship		●	●	●	●	●		●		●	●	●	●		●	●	
7. Small Business Management and Ownership:																	
Volume I		●		●	●	●		●		●			●	●			
Volume II				●	●	●		●		●			●	●			
8. Small Business Ownership Management Entrepreneurship				●	●	●		●		●	●		●		●		

SUMMARY CHART 4: TEACHER AND STUDENT MATERIALS

Curriculum Resource:	Teacher Materials: Behavioral objectives	Teacher Materials: Content outline	Teacher Materials: Transparency masters and/or handouts	Teacher Materials: Suggested teaching strategies or utilization guide	Teacher Materials: Evaluation techniques	Student Materials: Content narrative	Student Materials: Student activities	Student Materials: Implementation project	Student Materials: Suggested references	Student Materials: Supplementary readings
1. Achieving Success in Small Business	●			●	●	●	●	●	●		
2. Entrepreneurship Education	●	●	●	●	●	●	●	●	●	●	
3. E. T. C.	●			●	●	●	●	●	●		
4. IDECC	●	●	●	●	●	●	●	●	●		
5. PACE (Revised)	●	●	●	●	●	●	●	●	●	●	
6. Preparing for Entrepreneurship	●	●		●	●		●		●		
7. Small Business Management and Ownership	●	●	●	●	●	●	●	●	●	●	
8. Small Business Ownership Management Entrepreneurship	●	●	●	●	●		●		●		

RESOURCE 1

1. *Title:* *Achieving Success in Small Business: A Competency-Based Educational Program for Persons Interested in Small Business Ownership*

2. *Source:* Wisconsin Vocational Studies Center
University of Wisconsin
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-5936

3. *Materials:* Twelve self-study modules and a guide to using them

   Twelve audio-cassette presentations, one to be used with each of the modules

   [NOTE: A project final report, *Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms,* also is available in the ERIC data base—ED 164 779.]

4. *Level and scope:*

   The instructional program is designed to allow self-paced study within the privacy of the home or firm. It features twelve self-instructional modules with the focus on concepts necessary for successful small business management. Each module features an audio-cassette presentation, reading materials, and selected learning activities. The learning activities are practical exercises that enable owner-managers to apply basic concepts in the operation of their business. The program was developed for the new entrepreneur who does not have small business management experience. A trained teacher-counselor will be needed to give the owner-manager assistance with the materials.

5. *Format:* All modules follow the same format and include the following:

   - Module purpose
   - List of competencies taught in the module
   - Instructions
   - Learning activities

6. *Special features:*

   - Instructional format is self-paced.
   - Items are based on Small Business Administration materials.
   - Each module includes an audio-cassette presentation.
   - Each module emphasizes application of fundamentals of small business management.

7. *Instructional units:*

   - Success in Small Business: Luck or Pluck?
   - Determining Capital Needs
   - Estimating Your Business Potential
   - Creating an Effective Business Image
   - Developing Your Sales Promotion Plan
   - Developing Ads that Produce Results

- Merchandising: The Key to Greater Profits
- Business Records: Good Medicine Tastes Bad
- Improving Profits Through Effective Management
- Improving Employee Selection, Training, and Supervision
- Assessing the Health of Your Business
- Protection for You and Your Business

8. *Sample items:*

A Sample Introductory Unit Item from "Success in Small Business: Luck or Pluck?"

The Rewards

Owning and operating a small business can be an exciting, challenging, and rewarding experience. Many people, at one time or another, have dreamed of going into business for themselves. Listed below are a number of the more important reasons why people start their own firm.

1. *To achieve independence:* Many persons are tired of working for somebody else. As owner-managers they are their own boss, making all the decisions.
2. *To accept a challenge:* Small businesses operate within a highly competitive environment. Owner-managers are responsible for the success or failure of their firm. They have an opportunity to try their own ideas, proving their ability.
3. *To make money:* As the owner-manager of a business, the profits represent a return for the great amounts of time, effort, and money invested in the business. The profits are controlled by the owner to reinvest in the business or to satisfy personal desires.
4. *To gain status:* Small business owner-managers achieve a certain degree of status or prestige within their communities. Owner-managers achieve prestige because they are viewed as being independent, willing to accept challenges and take risks.

A Sample Section of a Module from "Determining Capital Needs"

Purpose:

Many small business owner-managers underestimate the amount of money they will need to maintain their business operation. Because of seasonal fluctuations, unexpected expenses, or business volume that is lower than expected, funds needed to operate the business may not be adequate. Many business firms face financial difficulty during the first few months of operation. The purpose of this module is to examine factors which must be considered when you begin the search for new funds and identify sources of additional funds.

Competencies:

Upon completion of this module, you will be able to:

1. Identify factors which must be considered when you begin the search for additional funds.
2. Identify the sources of additional funds.

Instructions:

Before reading the material, listen to the cassette entitled "Determining Capital Needs."

Estimating Your Money Needs:

How much money will you need to stay in business? Many small businesses fail each year because they lack sufficient funds to keep the business operating. Frequently, additional expenses such as an increase in taxes or the cost of supplies require greater cash outlays than was anticipated. Expenses of this nature or unforeseen business commitments can rapidly drain your operating funds. More often than not, additional operating funds may be needed because your business:

1. Was started with insufficient funds. Perhaps you underestimated the amount of money needed to carry you through the first year.
2. Is not attracting enough customers. Your projected sales for the year were much higher than actual sales due perhaps to new competition in the area or a weak economic situation.
3. Experiences seasonal fluctuations. Many firms are seasonal in nature. To compensate for this characteristic, you may wish to add an additional line of products or offer other services.
4. Needs to expand to meet consumer demand. You may have to purchase additional equipment or hire additional employees to expand your business.

Many small businesses, for various reasons, require additional operating funds. The remainder of this module is devoted to identifying various sources of funds and illustrating how you can improve your chances of obtaining the money you need.

Where Can I Borrow the Funds I Need?

Although funds can be borrowed from many sources, it is a sound practice to invest in the business as much of your personal funds as you possibly can. Since your money is interest-free, this approach will eliminate or reduce interest expense. Similarly, a sizable personal investment in the business serves as an indication to lending institutions that you have a strong commitment to the success of your firm. They are generally unwilling to lend money to persons who are unable or unwilling to make this sacrifice.

A Sample Section of the Module "Developing Ads that Produce Results"

Purpose

Every day the consumer is bombarded by hundreds of newspaper ads, radio and TV commercials, direct mail appeals, and other forms of commercial advertising. With all of this competition for the consumer's attention, is it really worthwhile to advertise? The answer is yes, if you are willing to take time to carefully develop advertisements.

Competencies

Upon completion of this module you will be able to:

1. Identify three guidelines that should be considered when you invest money in advertising.
2. Identify the five basic elements of a printed advertisement.
3. Identify four guidelines that should be considered in the development of radio and television commercials.

Instructions

Before reading the material, listen to the cassette entitled "Developing Advertisements that Produce Results."

The Importance of Effective Advertising

A major cause of business failure among new retail, wholesale, and service type businesses is low-volume sales. Many business firms simply do not attract the number of customers needed to stay in business. In today's competitive marketplace, drawing more customers to your business is essential to maintain or increase profit. One way to increase customer traffic is to develop a series of effective advertisements that will attract the attention of clientele you wish to serve.

This module provides an examination of factors which tend to increase the impact of all advertising. In addition, it will feature tips on how to utilize specific media such as newspaper or radio.

Common Sense Guidelines

There are a series of common sense guidelines that should be considered by all persons who invest money in advertising.

1. From the standpoint of timing, the amount of money spent on advertising should parallel projected sales volume. You should develop a sales and advertising pattern, month by month.
2. Position your advertising so it will attract the attention of potential customers. The owner of a sporting goods store might determine that ads placed in the sports section of the newspaper reach the largest number of potential customers. The owner of a camping park might position radio commercials on Thursday and Friday in order to reach potential weekend campers. Regardless of which medium is used, one should position the advertisement so as to reach a specific audience.
3. Avoid conflict between the advertising message and the image you wish to project. For example, a store selling fine jewelry should avoid newspaper advertisements that feature wide, dark borders and large black print. These features would communicate a "discount" image. All advertising should complement the firm's image.

Newspaper and Direct Mail

Newspaper advertising is the most popular medium used by small retail, wholesale, and service type businesses. Direct mail has also proven successful for some small merchants because it reaches a specific, preselected audience. There are several similarities between these two forms of printed media, so they will be treated in the same section.

A printed advertisement usually features five basic elements. Each of these elements serves to strengthen the advertisement and therefore should be given careful consideration.

1. *Headline:* The first important element of the ad is the headline. To attract attention, the headline must be prominent and should be near the top of the ad. It should also be large enough to be easily seen.
2. *Illustration:* The second basic element of the printed ad is the illustration. One of the most important principles of personal selling is to get the merchandise into the customer's hands. In a newspaper ad, we can't get the merchandise into the customer's hands, but we can show the product in action or in an attractive setting whenever possible.
3. *Copy:* The third element of a printed ad is copy. Copy should be thought of as a printed sales story. It should arouse interest, create desire, and stimulate action. With the aid of copy, we can supply the consumer with important product information.

RESOURCE 2

1. *Title:* *Entrepreneurship Education*

2. *Source:* Curriculum Publications Clearinghouse
76 B Horrabin Hall
Western Illinois University
Macomb, Illinois 61455
(309) 298-1917

3. *Materials:* Volume I — *Learning the Skills*
Volume II — *Applying the Skills*
Volume III — *Supplementary Readings*

4. *Level and scope:*

These materials can be used at the secondary school or adult levels. Volume I stresses personal skills needed to become a successful entrepreneur. It covers the topics of decision making, inner control, innovation, planning and goal setting, and risk taking. The volume is designed for nineteen fifty-minute sessions. Volume II centers around student planned projects and includes four miniprojects to provide students with the opportunity to apply entrepreneurial skills. Evaluation of project activities suggests that students identify entrepreneurial skills used or those skills discussed in Volume I. Volume III contains a series of supplemental readings.

5. *Format:* The format for Volume I (after the initial orientation) contains eighteen sessions divided into four instructional units (inner control, innovation, decision making, and human relations). Each begins with a general overview and contains four to six sessions related to management skill areas. The typical format includes "why do this," materials, class activity, and a discussion guide for use in out-of-class activity. Volume II includes suggested project activities, issues for investigation, and predesign projects. Developing and maintaining community resources is described in the final section.

6. *Special features:*

It is not necessary to complete Volume I before starting Volume II. Parts of Volume I could be selected as preliminary instruction to the second volume. Volume I covers topics that could be used in a wide variety of settings to include career orientation, career changes, and the like. Each section in each volume contains needed information for instruction, including a review of the content, transparency masters, handouts, and a separate handout of class assignment sheets for students.

7. *Instructional units:*

Volume I: Learning the Skills

Introduction

Session Course Orientation

Unit one: Inner control
Unit two: Innovation
Unit three: Decision making
Unit four: Human relations

Evaluation of students

Volume II: Applying the Skills

Introduction

Session: Orientation to planning and completing projects
Resources for planning and completing projects
Developing and maintaining community resources

Volume III: Supplemental Readings

Introduction

Critical Incidents

Selected critical incidents
Human relations
Planning and goal setting
Reality perception
Risk taking
Using feedback
Resources in management skill areas
Readings in entrepreneurial skills
Inner control
Innovation
Decision making

8. *Sample items:*

A Sample Section from the Course Orientation

Materials:

Handout – *Entrepreneurship*
Transparency #1 – *Education for Self-Employment*
Transparency #2 – *Entrepreneurial Skills Out-of-Class Assignment Sheet*

Class Activity:

1. *Advance preparation:* Invite a business owner from the community to speak to the class on the subject "My career as a self-employed person." Explain the nature of the course and the emphasis on entrepreneurial skills. Suggest that the following topics could be included:

   - The nature of the person's business
   - Career experiences prior to self-employment
   - Career experiences as a self-employed person
   - Advantages and disadvantages of self-employment
   - Words of advice to people thinking of starting their own business

   – or –

   Obtain a film related to small business ownership, such as: "Small Business Keeps America Working," available at a nominal cost from the Chamber of Commerce of the United States, 1615 H Street N.W., Washington, D.C. 20062, or "The Business Plan," available from the National Audio Visual Center, General Services Administration, Washington, D.C. 20409.

2. At the beginning of the class session, distribute the Handout—*Entrepreneurship*. Use this and Transparency #1 as a basis for a discussion on education for self-employment. Emphasize:
   - The need for ability in three areas for running a business successfully
   - This course emphasizes the learning and application of entrepreneurial skills
   - Readings in management or business start-up areas are also supplied
   - Students' knowledge, skills, and interests will be important factors in determining their industry area—the kinds of businesses they wish to start

   Answer any questions students may have about the structure of the course.

3. Use the information on the Handout—*Entrepreneurship* and Transparency #2 as a basis for a short presentation. The following points should be emphasized:
   - Entrepreneurial skills are useful in many aspects of life.
   - Entrepreneurial skills are especially characteristic of self-employed people.
   - Entrepreneurial skills are interrelated.
   - Entrepreneurial skills can be developed through practice and reflection.
   - Entrepreneurship is an integration of eight skills. Read the definitions of the skills and show how they are related. [*Note:* Use Transparency #2 frequently throughout the course to impress on students that entrepreneurship is an integration of eight skills.]

4. Use the following information to initiate discussion:
   - What ideas or stereotypes do you have about the meaning of the term entrepreneurship?
   - What skills do you think entrepreneurs need to have?
   - What reservations do you have about the idea that entrepreneurial skills can be learned?

5. Introduce the business owner you have invited. The business owner should give a short talk, followed by a question-and-answer session.

   — or —

   Show the film and invite students to discuss it.

6. Distribute the Handout—*Entrepreneurship* and the Out-of-Class Assignment Sheet.

Discussion Guide for Out-of-Class Activity:
(to be used at the beginning of the next class)

Invite students to ask questions and make comments about the Handout—*Entrepreneurship* and the Journal.

A Sample Section from the Text of
"Innovation" – Volume III

OVERVIEW

Many innovations start with a vague notion that somebody ought to figure out a better way to do something. Others start with a thought such as "Wouldn't it be nice (interesting, fun, easier, helpful, entertaining, convenient . . .) if . . . ?" Innovating means finding ways to turn these thoughts into action. One way of viewing innovation is to break it down into three stages: idea generation, idea maintenance, and idea follow-through.

Idea Generation

If you don't consider yourself creative, you may be inclined to dismiss the idea that you can be an innovator. However, it is important to remember that many innovations are actually applications of old ideas to new situations. Generating ideas requires a somewhat unusual kind of reality perception—the ability to consider both what *is* and what *can be*. The ability to consider what can be often involves a playful, humorous, or offbeat approach. Unfortunately, such an approach is often regarded as being a waste of time. When we see problems we tend to want to solve them as quickly and directly as possible. In many situations, this is the best approach. In situations where innovations are needed, on the other hand, it may be worthwhile to spend time toying with different ideas—"good" ideas, "bad" ideas, and "indifferent" ideas. Most of these ideas will never be put into action, but they help us warm up to develop workable ones.

Suppose you really never had an original idea in your life. What then? Do you write yourself off as being a potential innovator? No! Frankly, good ideas are fairly easy to find. Many innovators borrow ideas which have been used in one situation and apply them to another. Consider fast-food restaurants. The idea is hardly new, but it is being applied with different kinds of food. The innovators asked themselves, "If it works for one kind of food, could it work for another?" This kind of thinking can result in workable ideas simply by generating new combinations.

Idea Maintenance

Maintaining ideas can be as challenging as generating them. It can be very hard work getting the bugs out of good ideas. Overly critical attitudes toward new ideas may result in rejecting potentially workable ideas; completely uncritical attitudes may result in failure of ideas. To avoid rejecting ideas too quickly, judgment needs to be suspended for a time. This allows time for ideas to sink in so we can recognize the possibilities of each idea.

Eventually judgments must be made on the worth of an idea. Evaluation of an idea can benefit from feedback for a variety of sources. Experts may be helpful to some extent, but it is important to realize that an expert can be wrong. Many examples have been given of innovators who succeeded partly because they didn't know or believe that (according to the experts) something couldn't be done! Therefore, feedback from a variety of sources, including nonexperts, can be helpful in evaluating an idea.

When you are the final judge of an idea, you may find some guidelines useful for making your evaluation. One designer developed guidelines that can be useful in evaluating ideas, called the SAFE system. This is a way of describing something that is Simple, Appropriate, Functional, and Economical.

RESOURCE 3

1. *Title:* *E.T.C.–Entrepreneurship Training Components*

2. *Source:* The Vocational Studies Center
University of Wisconsin–Madison
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-4357

3. *Materials:* Handbook on Utilization: A guide providing direction in use of the project materials.

Resource Guide: A guide to general and business-specific entrepreneurship resources identified by the project.

Core Module: Presents basic business skills appropriate to owning any small business–a student module and teacher guide.

35 business-specific modules: Each business-specific module contains a student's and teacher's manual that introduces students to the career option of owning specific small businesses related to the seven major vocational education disciplines.

4. *Level and scope:*

The purpose of the core module, *Getting Down to Business: What's It All About?*, is to provide high school students in vocational classes with an introduction to the career option of small business ownership. The core module and business-specific modules are designed to be inserted into vocational programs in the seven vocational disciplines. The core module is a prerequisite for all others. The core module, while recommended, is not a prerequisite for the business-specific modules. It could provide teachers with an overview of the content. The core module is aimed at giving students a vision of what small business ownership is and an introduction to essential entrepreneurship skills. When students have completed this module, they will have a general understanding of small business ownership and will be able to select from the business-specific modules related to their particular vocational discipline or the ones that interest them most. These modules are all parallel in content and may be studied in any order. Generally students would study only one or two modules.

5. *Format:* Each module unit contains the following parts:

- Unit goals and objectives
- Case study
- Text
- Learning activities
  - Individual activities
  - Discussion questions
  - Group activity
- Summary
- Quiz

Each teacher guide has these major parts:

- An overview
- Suggested steps for module use
- Suggested readings
- Goals and objectives

6. *Special features:*

   - The resource guide provides a bibliography of the materials identified by the developer's literature search, materials actually incorporated into the entrepreneurship training modules, and a directory of organizations that developed the materials.
   - Alternative suggestions for teaching with the modules include how to use them in a relatively traditional classroom setting, in small-group situations, and in independent study situations.

7. *Instructional units:*

   The thirty-five instructional items include the modules listed below:

AGRICULTURE

- Dairy Farming
- Farm Equipment Repair
- Fertilizer and Pesticide Service
- Garden Center
- Tree Service

BUSINESS AND OFFICE

- Answering Service
- Bookkeeping Service
- Secretarial Service
- Software Design Company
- Word Processing Service

HEALTH

- Health Spa
- Nursing Service
- Wheelchair Transportation Service

MARKETING AND DISTRIBUTIVE

- Apparel Store
- Bicycle Store
- Business and Personal Service
- Flower and Plant Store
- Innkeeping
- Specialty Food Store
- Travel Agency

OCCUPATIONAL HOME ECONOMICS

- Day Care Center
- Home Attendant Service
- Housecleaning Service
- Restaurant Business
- Sewing Service

TECHNIC.

- Energy Specialist Service
- Guard Service
- Pest Control Service

TRADES AND INDUSTRIAL

- Air Conditioning and Heating Service
- Auto Repair Shop
- Carpentry Business
- Construction Electrician Business
- Hair Styling Shop
- Plumbing Business
- Welding Business

8. *Sample items:*

A Sample from the Text of the Core Module for Students

WHAT MAKES A GOOD SMALL BUSINESS OWNER?

(1) Good small business owners *have drive:*

- are "self-starters" and like working on their own
- like to take charge of things
- can make good decisions in a hurry
- have plenty of energy and like working hard for what they want
- are not afraid to take risks
- finish what they start

(2) Good small business owners *think clearly and have a good imagination:*

- have good business ideas and can think up new ways to solve problems
- like to plan before they start a job
- are not afraid to ask for advice

(3) Good small business owners *are leaders and can work well with people:*

- like people and can get along with them
- like to lead and can get others to follow
- do what they say so people trust them

(4) Good small business owners *can perform many different jobs at the same time.*

A Sample Learning Activity from the Core Module for Students

Individual Activities

(1) The phrases below describe different kinds of jobs. Look at each phrase and decide whether it describes an *employee* or a *small business owner.* Fill in the correct answer in the space provided.

a. _____ has a store with a few sales people.

b. _____ must pay business expenses before receiving a salary.

c. _____ works for someone who owns a gas station.

d. _____ is paid by the hour.

e. _____ has no boss and zero to four helpers.

f. _____ does the work but does not make many of the decisions.

(2) Put an **X** in front of the five companies listed below that are probably small businesses.

_____ Ford Motor Company	_____ Main Street Shoe Store
_____ Macy's Department Store	_____ Bell Telephone and Telegraph
_____ Joe's Barber Shop	_____ Quick TV Repair
_____ Del Monte Fruit Canning Company	_____ Homecleaning by Horace
	_____ Elisa's Dress Boutique

(3) Give examples of three *retail businesses*, three *service businesses*, one manufacturer, and one *wholesaler*.

Retail Businesses:	*Service Businesses:*
_____	_____
_____	_____
_____	_____
Manufacturer:	*Wholesaler:*
_____	_____

Discussion Questions

(1) Look at the chart describing the "typical" successful small business owner. Which of these qualities does Peggy have? Give examples from the case study to support your opinion. (For example, if you think she is a good problem-solver, tell why.)

(2) Why do you think some people like owning their own businesses? What are some some of the disadvantages?

(3) List all the things Peggy had to do in order to start her candy store. What responsibilities does she have now that it is started? What responsibilities does Mark have?

(4) Think about the usefulness of Peggy's schooling and her work experience. Discuss other small businesses that might have been good choices for her. Explain why.

Group Activity

Invite a successful small business owner in your town to come speak to your class. Choose the owner of a retail or service business where you shop.

Make up a list of questions ahead of time to ask your guest. Include questions about:

- Why he or she started the business
- Kinds of tasks an owner must do
- Special abilities a good small business owner must have
- Whether the business is successful
- How the owner judges success
- How family members help out in the business
- Whether the owner enjoys his or her job

A Sample Unit on Advertising and Selling from House Cleaning Service Module

To make sales in your housecleaning service, you must tell people about your business by *advertising*. You should also follow the steps of good *selling* and use special ideas for getting people to buy. *Getting along with your customers* is also very important.

Advertising Methods

Your housecleaning service will probably not be located on a busy street corner where everyone will see it. You will need to advertise to tell people that you exist. Outside billboards, radio, or TV probably are not the right methods for you. The best ways to advertise your service include the following:

The Yellow Pages are a good way to reach a large number of people in the community. People looking for services often use the Yellow Pages. If possible, you should get a fairly large ad. (It won't cost more than $50-100 a month.) Plan on keeping your ad in the Yellow Pages for every month you're in business. It will remind former customers that you're still around. It will also tell new customers about your business. This might be all the advertising you'll need.

Flyers include ads you send out by mail or deliver door-to-door. You can decide who you want your customers to be and then send flyers only to this group. Because of printing and postage costs, this kind of advertising is fairly expensive. Flyers with special offers (like ½ price discounts) are especially good for getting new customers.

Newspapers is a method more popular for retail businesses than service businesses. You may, however, want to put an ad in the local paper from time to time, in the *services* section.

What to Say in Your Ads

In your ads, you should have a specific purpose and aim at a certain group of customers. For example, TLC aimed mainly at wealthy homemakers (women). You should have an *illustration* and a *headline* in your ad to attract attention. The main text of the ad—the *copy*—should give information about the kinds of cleaning services you offer, and why your business is special. The ad should also give the name, address, and phone number of your service—*identification*. All these parts should be organized in a *layout* that is attractive and easy to read.

Some qualities of a good ad are that it:

- is attractive and imaginative,
- is easy to recognize,
- is simple,
- gives important business information, and
- makes people want to buy.

Special Ways to Attract Customers

Other ways of getting customers include:

Referrals. One of the best ways to get new customers is through your present ones. If your service is good and your prices are reasonable, your customers will tell their friends. For every new person your customers sign up for regular service, you might offer one free housecleaning.

Special discounts and gifts. You may want to give other kinds of discounts from time to time to attract customers. For example, you might offer a special price once a year for spring cleaning. Selling housecleaning gift certificates (for one free month of cleaning) will also get new people interested in your service. Another idea is to give your customers dustcloths, pens, or notepads with your logo on them. This will help "spread the word" about your business.

Free advertising. If your business is new or different, you may be able to get free advertising. For example, write an interesting article about yourself and how your business is special and send it to the local paper with a picture. You may have an article about your business published for free.

A Final Word: Be Good to Customers

You should try very hard to get along with *all* your customers. The success of your business depends on people who:

- use your service month after month, and
- refer their friends to you.

Remember that "your customers are always right." Try to please them as much as possible. Make your cleaning services and your hours fit their needs. When you go out to do an estimate, get to know your customers. Let them know they can trust you and your workers to do the job well. Follow up the first cleaning visit with a phone call. Find out whether the maids came on time and did a good job. Was anything missed? Listen to the complaints from customers, and solve their problems. Replace anything your workers break. Be as polite as possible. If you care for your customers (and your workers), the business will keep coming in.

Summary

The best ways to advertise your housecleaning service are to use the Yellow Pages and flyers. Ads should be "catchy" and informative and have certain main parts. Offering discounts and gifts and using free advertising also help attract customers. Much of your new business will come through referrals from present customers. Once you have your customers, treat them well so they will stay with you and spread the word to others.

RESOURCE 4

1. *Title:* The IDECC *Learning Activity Packages*

2. *Source:* Interstate Distributive Education Curriculum Consortium
The Ohio State University
1564 West First Avenue
Columbus, Ohio 43212
(614) 486-6708

3. *Materials:* Learning Activity Packages (LAPs) in eleven instructional areas that can be specific to upper-level jobs in marketing occupations

   Computerized classroom management system (CMS) that will identify an individualized program of study based on students' career goals

   Numerous management and instructional aids

4. *Level and scope:*

   Students select a specific management title in over seventy occupations and complete Learning Activity Packages (LAPs) covering technical competencies associated with a job title, needed entrepreneurship competencies, and management competencies for operating and maintaining a business after it has been established. The materials are appropriate for both secondary and postsecondary students.

5. *Format:* Each learning activity packet contains:

   - Objectives
   - A pretest
   - A learning manager's guide
   - Student activities
   - A posttest
   - Supportive materials such as transparency masters

6. *Special features:*

   The system allows for every student in the class to have a unique program of study.

7. *Instructional Units and Sample Modules*

Unit:	*Module:*
Advertising:	Promotion of Store Image
	Preparation of Advertising Budget
	Media Selection
	Copy Preparation
Communications:	Role of Employee Meetings
	Writing Reports

Unit:	*Module:*
Display:	Developing a Favorable Price Image
	Allocation of Display Space
	Planning and Scheduling Displays
	Purchasing Supplies and Fixtures
Economics and Marketing:	Private Enterprise System
	Profiting from Profits
	Business Risks
	Competition
	Business Cycles
	Labor Unions
Human Relations:	Orderly and Systematic Behavior
	Goal Setting
	Initiative
	Creativity
	Professional Organizations
	Trade Associations
	Representing the Business
	Giving Directions
Mathematics:	Handling Checks
	Front-End Operations
	Department Close-Outs
	Determining Billed Costs
	Determining Net Sales
	Break-Even Points
	Profit and Loss Statements
Merchandising:	Target Markets
	Company Policies and Procedures
	Comparison Shopping
	Unit Inventory Control Systems
	Preparing Merchandise/Buying Plans
	Model Stock Plans
	Buying in the Market
	Authorizing Purchases
	Price and Market Competition
	Store Policies
Management:	Determining Hiring Needs
	Selecting New Employees
	Employee Evaluations
	Recruiting Management Personnel
	Time Management Principles
	Legal Consideration
	Personnel Policies
	Planning and Organizing Work
	Space Allocation and Layout
	Expense Control
	Maintaining Proper Records

Unit:	*Module:*
Operations:	State and Federal Credit Laws Credit Decisions Material Credit Cards Stock Control Records Shipping Terms Health and Sanitation Laws Safety Precautions
Products and Services:	Merchandising Trends Use of Journals and Periodicals Using Manufacturers' Services Consumer Protection Agencies/Laws Also: specialized titles for Apparel and Accessories Marketing, Food Marketing, Finance and Credit Services, Restaurant Marketing, Lodging Services, and Petroleum Marketing
Selling:	Customer Buying Decisions Closing the Sale Special Orders Importance of Merchandising Information Maintaining Product information Feature/Benefit Selling

8. *Sample items:*

A Sample Learning Activity Package on Economics and Marketing

COMPETENCY: Knowledge of what economics is and why it is important (EM:C001)

OBJECTIVES:
A Define economics.
B Identify situations that represent economic activities.
C Indicate why it is important to study economics.

I. GROUP LEARNING ACTIVITIES FOR OBJECTIVES A, B, and C

Objectives A, B, C:

This activity calls for a presentation to the group about the meaning of economics and its importance to each individual in our society.

From the originals, pages 5–21, make transparencies to convey the following messages:

Objective A:

Transparency No.	*Message:*
1	Explain that economics is a process—oftentimes considered a complicated one. That is the reason why many people prefer not to think about it too much.
2	Economics is a process of making decisions.

Transparency No.	*Message:*
3	Economics is a process of making decisions to satisfy *unlimited* human wants and needs. Explain the meaning of "unlimited" versus "limited" and how it relates to our behavior and motivation to buy goods and services.
4	Economics is a process of making decisions to satisfy *unlimited* human wants and needs with *limited* resources.
5	Let students see the complete definition of economics. Explain to students the meaning of *limited* resources (i.e., money, investment capital, land, workers, equipment, buildings, and so on).
6	Show students a description of an economic objective: *Getting the most with the least.* Describe how this is a conservative or economical thing to do. Use examples related to buying a new coat. If we can buy the same coat at Store A for less money than at Store B, that's what we have to do in order to *conserve* the money we have available to us.

Objective B:

Transparency No.	
7	This transparency shows examples of *economic* activities. Question students about why each of the activities is economic in nature. Ask students to think of other activities that would also be considered "economic."
8	Show students activities that are *not* economic, or noneconomic. Ask them to explain why each one is a noneconomic activity. Ask if they can think of other noneconomic activities.

Objective C:

Transparency No.	
9	This transparency explains the primary, most fundamental reason for studying economics: Economics is an important part of *everyone's* life. Lead students in a discussion of how economics affects their everyday lives in relation to their jobs, future jobs, purchases of goods and services, homes, etc.

Objectives A, B, C:

Now make transparencies from the originals on pages 25-27. Transparency Number 10 is a crossword puzzle. Follow the directions given on page 23 to help complete this activity.

When finished, show the Crossword Puzzle Answers.

II. ALTERNATE GROUP LEARNING ACTIVITIES FOR OBJECTIVES A, B, and C

Objective A:

Divide the class into small groups of 3-5 students each.

Give each group a copy of "The Card Sort," page 29. One member of each group may read the directions to the other members or the directions may be passed around for each member to read individually. Ask students to follow the directions that are given in order to complete the activity.

When students have finished, write the correct definition of economics on the chalkboard (or read it to each group as soon as each one has finished).

Correct Definition: Economics is a process of making decisions to satisfy *unlimited* human wants and needs with *limited* resources. Make sure that the students understand this definition and the terms that it contains.

Objective B:

Now ask each group to try to list at least five activities that they consider to be economic in nature. Things like buying food, record albums, theater tickets, and so on are examples of economic activities that may be listed.

Ask one member from each group to report his/her group responses to the class.

Objective C:

Explain to students that the main reason for studying economics is because it is a very important part of everyone's life. You may want to elaborate with specific examples related to one's job, income potential, purchasing patterns, and so forth.

Sample Student Learning Activity from "Positive Working Relationships"

THE INTERDEPENDENCE OF WORK GROUPS

What is Interdependence?

Let's begin by considering the meaning of the term "interdependent." Though the term may appear complex, its meaning is rather straightforward: *any two (or more) things are said to be interdependent if they need or rely upon one another for some reason.* This is really a very common phenomenon—one that you can readily see all around you.

Interdependence can easily be understood in terms of objects and mechanical arrangements. Look at the drawing on the right. Notice how each of the four objects must rely upon the other three in order to achieve a common goal—balance! Many mechanical devices (cars, computers, stereos, typewriters, etc.) are made up of a number of interdependent parts which work together for a common purpose.

You are dependent upon other people! Does that statement surprise you? It shouldn't. People are normally dependent upon one another for many different things. It is a natural part of the human condition. While you are certainly independent in many ways, you also need other people for a wide variety of reasons. Rarely, if ever, is anyone *completely* self-reliant.

Stop and consider the many people in your life whom you need and rely upon. Your list probably includes family members, friends, teachers, salespeople, police, mail carriers, and many others. Are you not dependent (at least to some extent) on these people for certain kinds of help and support? It is quite likely that you are.

Now let's "turn the tables." Do these people depend upon you for anything? Certainly they do. You can probably think of many important responsibilities that you have to these people. Just as you rely upon them, they also rely upon you. Neither of you wants to be "let down" by the other. This is the essence of interdependence among people. People needing one another, depending upon one another, and cooperating to achieve mutual benefits or common goals. You know, the success of any individual or group is usually made possible by the contributions and sacrifices of many people.

Interdependence Among Workers

There are many reasons why the concept of interdependence is especially important at your place of employment. As is noted in several other Human Relations LAPs, *the primary reason for workers losing their jobs is poor human relatons skills*—they have difficulty getting along with other people in their work environment. You see, a place of business represents one of the clearest examples of the mutual dependence of group members. In a business, everyone works toward one or more well-defined, shared goals. *Your behavior as a worker affects, directly or indirectly, almost every other worker in the firm.* Everything counts—the way you perform your job, the way you look, the way you speak, the way you feel, your habits, your attitudes, and so on. All of these things influence, one way or another, the general *effectiveness* of the work group. There is certainly no room for inadequate performance or frequent personality conflicts among people in such a situation. It is your responsibility to carry out your job tasks properly and to develop effective relationships with customers, co-workers, and supervisors. After all, people are counting on you—just as you are counting on them.

PERSPECTIVES ON RELATIONSHIPS

If you were asked to give *one word* that describes the way you see yourself in relation to other people, what would that word be?

While you may have never consciously considered this question before, you probably have some very strong opinions about yourself and your relationships. You have been interacting with people for many years. All of this experience has enabled you to draw certain conclusions about yourself, other people, and your ability to relate to other people. It has provided you with a certain perspective (outlook) on these matters. Your perspective is vitally important because, right or wrong, it influences your decisions, behavior, and success at developing positive working relationships.

Numerous authors have studied the ways in which we develop our perspectives—trying to explain the nature and principles of human interaction. *The problem is that no two people are exactly alike.* Every person seems to have undergone a slightly *different set of experiences* and appears to possess a relatively *unique personality and perspective.* Apparently, everyone has his/her own particular way of looking at things. No wonder human relations can be so difficult!

While it is risky to generalize, it would certainly be helpful—at least for discussion purposes—to identify some of the more common attitudes found among people. Four such attitudes or perspectives are described in the following paragraphs. As you read, try to think of people you know (family, friends, co-workers, supervisors, etc.) that seem to fit into each of the four categories. Also, try to determine which one most closely resembles your own basic attitude.

1. The Defeatist Attitude

A good word to describe people with this attitude is "depressed." Their feelings of hopelessness stem from the fact that they have very low opinions of themselves and the people around them. They lack confidence and faith in themselves and others. How can they help but feel frustrated and alienated from society?

As you might expect, these people often behave in a rather hostile manner. Their general dissatisfaction tends to make them withdrawn, pessimistic, and overly abrupt. "Defeatists" try to avoid responsibility and normally respond only to rebukes and threats. All in all, this is a very negative attitude and one that prevents people from functioning effectively and getting along well with others.

RESOURCE 5

1. *Title:* *PACE (Revised) – A Program for Acquiring Competence in Entrepreneurship*

2. *Source:* Publications Office
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655 in Ohio or (800) 848-4815

3. *Materials:*
   - Eighteen competency modules at each of three levels, for individual use
   - Instructors' guide for each of the three levels
   - Resource guide including management instructions, glossary, and references

4. *Level and scope:*

   PACE (Revised) – A Program for Acquiring Competence in Entrepreneurship provides modularized competency-based instruction at three levels. Each level contains a set of learner-centered instructional units designed to be self-contained and independent of each other. Level 1 provides an orientation to entrepreneurship competencies for secondary level vocational programs and career education courses. Level 2 provides an opportunity to learn about entrepreneurship topics and try out competencies at an advanced secondary, or beginning postsecondary and adult level. Level 3 is designed for use in the same settings as Level 2, but emphasizes skill-building with a focus on using the competencies in the learner's own business.

5. *Format:* All units follow the same format and include:
   - Unit objectives
   - Objectives for the same topic at lower levels of the program
   - List of business terms used in the unit and defined in the glossary
   - Unit overview
   - Topic information
   - Activities
   - Assessment
   - Sources of information

6. *Special features:*
   - Designed for individualized use with instructor facilitation
   - Activities are planned to form an ongoing business project at each level
   - Levels vary in difficulty of reading level
   - Levels vary in time needed for completion
     - Level 1—approximately one hour per unit
     - Level 2—approximately two hours per unit
     - Level 3—approximately three hours per unit

7. *Instructional units:*

- Each of the three levels contains the following unit titles:

  Unit 1. Understanding the Nature of Small Business
  Unit 2. Determining Your Potential as an Entrepreneur
  Unit 3. Developing the Business Plan
  Unit 4. Obtaining Technical Assistance
  Unit 5. Choosing the Type of Ownership
  Unit 6. Planning the Marketing Strategy
  Unit 7. Locating the Business
  Unit 8. Financing the Business
  Unit 9. Dealing with Legal Issues
  Unit 10. Complying with Government Regulations
  Unit 11. Managing the Business
  Unit 12. Managing Human Resources
  Unit 13. Promoting the Business
  Unit 14. Managing Sales Efforts
  Unit 15. Keeping the Business Records
  Unit 16. Managing the Finances
  Unit 17. Managing Customer Credit and Collections
  Unit 18. Protecting the Business

- Resource Guide (covers all levels)
- Instructor's Guide — Level 1
  Instructor's Guide — Level 2
  Instructor's Guide — Level 3

How does small business contribute to the economy?

The growth of our economy is directly affected by the vision and originality of those who open new enterprises, that is, by entrepreneurs. Joseph Schumpeter's economic theory traces the flow of goods and profit to show that the only "real" creation of wealth is done by entrepreneurs who move outside of the "'curricular flow" of normal business transactions to put together "new combinations." He calls these new combinations "enterprises" and the people who carry them out "entrepreneurs."[8]

In addition to being the major source of new wealth, small business provides jobs for 58 percent of the American work force. Firms with less than twenty employees generate 66 percent of all jobs.[9] Small businesses also provide large businesses with products and labor that are uneconomical for large businesses to provide for themselves. Because of their size, small businesses are also more likely to locate in areas too remote for big business. This promotes a better geographical balance for using our land and our labor, resulting in conservation of resources.[10]

How important is the profit motive in the economic system?

Entrepreneurs in business are motivated primarily by a need to achieve, and they measure their achievements through profit margin, margin, or return-on-investment. Without the anticipation of receiving a reasonable profit as it is weighed against the risk (cost) of a new venture, entrepreneurs would cease bringing new enterprises into being. Thus it is that our economic system and business continuity are dependent upon the profit motive.

Ayn Rand has elevated this profit motive through her impelling philopophy presented in *Atlas Shrugged:*

> If you ask me to name the proudest distinction of Americans, I would choose—because it contains all the others—the fact that they were the people who created the phrase "to make money." No other language or nation had ever used these words before; men had always thought of wealth as a static quantity—to be seized, begged, inherited, shared, looted or obtained as a favor. Americans were the first to understand that wealth has to be created.[7]

ACTIVITY NO. 1

Check your local newspaper to see how many items you can find on small businesses. Clip the articles and begin building a file, not only for use while you are taking this course, but as a resource for use in choosing your own small business to operate or or in which to invest.

ACTIVITY NO. 2

As you begin building your own personal file on small business in your area, index your file by industry. Determine if there is a trend in your area for small business growth in one industry over another?

ACTIVITY NO. 3

Inventory your own life-style and determine how many of the small things you consume in your life are produced by small business. How much do they add to the quality of your life? List at least twenty such products.

ACTIVITY NO. 4

Do you remember the first time in your life when you were motivated to do something for profit? Were you successful? How did you you feel? Entrepreneurers are generally considered to be likely to turn right around and reinvest the profit in another venture. They love the process of "getting there" rather than designation itself.[8]

A Sample Level 2 Module
from Unit 6—"Planning the Marketing Strategy"

1. Explain the "Market-oriented" approach to planning
2. List the controllable factors within each marketing mix element
3. Justify the use of market information and market research in planning
4. Develop a procedure for target market identification and marketing mix development
5. Outline a marketing plan

What this unit is about

Businesses must sell products or services if they are to survive. Marketing activities not only help a business sell sell its established product line, but by helping the firm make a profit, they also provide the resources needed to develop new products or services. Marketing activities help businesses produce the profits essential not only for the survival of the business but also for the health and ultimate survival of our entire economy. Without profits, businesses would find it difficult to buy additional raw materials, hire more employees, attract more captial, and thus sell more products that, in turn, make more profits.

If it is to be effective, marketing must aid consumers in developing a higher standard of living. Marketing must help control the cost of products and services and assist consumers in attaining greater satisfaction from goods and services they buy. Marketing can help promote a dynamic, expanding economy. To the degree that marketing accomplishes this objective, it serves the consumer significantly.

The marketing concept is by definition a company-wide consumer orientation with the objective of achieving long-term profit objectives. The marketing concept suggests that customer satisfaction should be the basis of effective management decisions.

Providing satisfaction to customers and profit for the company are the primary goals of the marketing concept. This is done through a coordinated set of activities. First, a business must identify the customers to be served.Then, it must find out what will satisfy these customers. With this information, the business must ensure that the products are available to the customers when they want them and where they want them. The business must then continue to change and modify existing products to keep pace with changes in customer needs and wants. The consumer orientation of the marketing concept stresses the importance of customers. Marketing activities begin and end with them.

A Sample Level 2 Teaching Outline from Unit 16—"Managing the Finances"

Objectives	Teaching/Learning Delivery System
1. Identify various components of balance sheet reports.	
2. Determine commonly used terms/concepts for small manufacturing balance sheets.	
What are the components of the balance sheet?	Show students examples of small business and corporate balance sheets.(Use transparencies)
What about assets?	Identify various types of assets from several different balance sheets. (Use transparencies)
What are liabilities?	Identify various types of liabilities from several different balance sheets. (Use transparencies)
What is net worth?	Have students compute net worth from the balance sheets.

What are the components of a profit and loss statement?	Show students examples of small business and corporate profit and loss statements. Have students compute a projected profit and loss statement for their own business.
Do profit and loss statements vary across types of businesses?	Show a manufacturer's and a wholesaler's profit and loss statement. Compare with other statements.
4. Analyze uses of different depreciation schedules.	
What are methods of accounting for depreciation?	Show depreciation schedules for various assets.
How are straight line depreciation, declining balances, depreciation, and sum of the years-digits depreciation computed?	Work out example problems using different depreciation plans for the same asset. Compare results.
5. Determine how a cash forecast can be prepared.	
How is a cash forecast prepared?	Show example cash forecasts. Have students use similar cash forecast form as illustrated in the module to prepare a three-month forecast for their business.
6. Identify the components of break-even analysis.	
What are break-even components?	Use transparency to illustrate break-even point components. use several overlays to illustrate the relationships of each component.
7. Compute and analyze break-even point problems.	
What information is obtained from break-even point analysis?	Have students solve a variety of pricing, unit sales, production, expense, and profits problems using break-even point problems and charts.

A Sample Level 3 Module from Unit 11
"Managing the Business"

How can the business be organized effectively?

The following guidelines will help you as you organize the work in your business.

- Organize work into jobs based on corporate goals
- Place one manager at the top
- Define authority clearly
- Advocate decision making at all, not just this one, possible level

When developing an organizational structure for your business, remember that each business varies. The work of some types of businesses may fluctuate almost daily. Even though activities are different for each type of business, some basic degree of organization must exist.

For example, a flower shop would probably have to conduct all the following activities plus others:

- Buy the flowers
- Care for the flowers
- Operate and maintain equipment in the store
- Cut flowers
- Make arrangements
- Make store displays
- Make sales and handle cash
- Deliver work
- Handle store maintenance
- Handle flower orders by wire
- Keep records
- Advertise
- Hire and train employees
- Handle telephone sales
- Price merchandise
- Monitor inventory

Are there steps to follow to organize?

How would you go about organizing the activities of the flower shop cited previously? The organizing function of management, like the planning function, has some rather well-defined steps. When organizing, you must—

- Determine the activities necessary to carry out the plans
- Define the activities and classify the operations
- Group the activities to gain the best utilization of resources
- Develop authority-direction channels for each group
- Bring the groups together to one focal point

How can you organize your business?

There are two principal types of internal organization structures that most businesses use. These are (1) line organization and (2) line and staff organization.

A line organization means that all authority and responsibility may be traced in a direct line from the owner down to the lowest employee in the organization. Under this form or organization, each employee is responsible to only one superior who, in turn, is responsible to someone else.

A line and staff organization is used by larger businesses whose work has increased in amount and in complexity. The result is that line personnel have a more difficult time of maintaining specialized competence. To solve this problem, staff specialists (advisors) are added to give advice and assistance. However, staff personnel have no authority over line personnel; they are there only to give assistance. On an organization chart, staff personnel are usually indicated by broken or dotted lines.

How does directing fit in?

Directing is supervising the efforts of your employees. To be successful in directing, you must communicate well. Expectations and specific work procedures must be explained to employees if you expect them to meet your business goals.

The following questions will help you evaluate your typical communication strategy.

- Do you decide what the message is before you begin to deliver it?
- Do you decide what medium would communicate most effectively to your subordinates?
- Do you take into account the values and backgrounds of your subordinates and phrase the message so they will understand it?
- Are you aware of the mental and physical state of subordinates when you communicate?
- Do you think through the timing, sequence of thought, locale, and style of the message?
- Do you ask questions to make sure subordinates understand the communication?
- Do you follow up on whatever action you indicated in the communication?

RESOURCE 6

1. *Title:* *Preparing for Entrepreneurship*

2. *Source:* Arizona Department of Education
Vocational Education Research Coordinating Unit
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-5351

3. *Materials:* Instruction Guide – Thirteen units containing material for both teachers and students and a listing of suggested references

4. *Level and scope:*

This instructional guide can be used by teachers to develop a program for incorporating entrepreneurship into their curriculum; however, it is not an entrepreneurship text. This guide is designed to assist teachers in assessing student interests and abilities with respect to self-employment. It includes both teacher and student materials. The guide is divided into units designed to be used individually and/or integrated into any course. Each unit is self-contained and is not dependent on the content of other units. The instructor may choose to use the units as supplements and "hands-on" experience to accompany an entrepreneurship text. This resource would best serve the instructor who is looking for a guide for both identifying what to teach and a suggested sequence for teaching it.

5. *Format:* All units follow the same format and include the following:

- Objectives
- Information sheets
- Discussion questions
- Transparency masters
- Student activities

6. *Special features:*

- One semester program
- Requires duplication of student activities
- Self-contained
- Should be accompanied by an entrepreneurship text

7. *Instructional units:*

Unit 1: Introduction to Entrepreneurship and Self-Employment
Unit 2: Selection of Effective Legal Form of Business Organization
Unit 3: Selection of Effective Specialized Assistance
Unit 4: Financing the Small Business
Unit 5: Selecting a Location
Unit 6: Building, Equipment, and Layout
Unit 7: Operating Permits, Licenses, and Tax Regulations
Unit 8: Personnel Management for the Entrepreneur

Unit 9: Building a Flexible Advertising Plan
Unit 10: Determine Pricing and Credit Policies
Unit 11: Inventory and Supplies
Unit 12: Understanding a Basic Accounting System
Unit 13: Selection of Effective Protective Steps

8. *Sample items:*

A Sample Introductory Unit Item

Objectives

After completing this unit, the student will be able to:

Objective 1.1	Define entrepreneurship and self-employment
Objective 1.2	Describe the failure rate of new businesses
Objective 1.3	Identify the questions that must be answered by a feasibility study
Objective 1.4	Identify some businesses that offer the *most* promise for the future
Objective 1.5	Identify some businesses that offer the *least* promise for the future

Information Sheet

Objective 1.1: Define entrepreneurship and self-employment

A. Entrepreneurship – The act of organizing, managing, and assuming responsibility for a business or other enterprise.

B. Entrepreneur (traditional definition) – A person who starts a new business from scratch to make or sell new products or services. Persons who fit this definition are Henry Ford, who started the Ford Motor Company, and John D. Rockefeller, who founded the Standard Oil Company of Ohio.

C. Entrepreneur (modern definition) – A person who starts a business, even though the products or services are not new. An example is a person who buys a business that was started by someone else.

D. Self-employment – Working for oneself, with direct control over work performed and fees to be charged.

E. Small business – One which is independently owned and managed and not dominant in its field. (Independently owned means that it is not part of another business. Independently managed means the owner should be free to run the business as he or she pleases. Not dominant in its field means the business accounts for only a small part of the total sales volume in its industry.)

F. Small enterprise – Synonymous with small business and self-employment.

Questions for Discussion

Objective 1.1: Define entrepreneurship and self-employment

A. Who are some other persons who meet the traditional definition of entrepreneur?

B. Do you personally know anyone who is an entrepreneur according to the modern definition? Describe that person.

C. When you think of your career, do you see yourself as an employee in a large business or as an entrepreneur? Explain.

Student Activities

Objective 1.1: Define entrepreneurship and self-employment.

1. In the next 10 minutes, list as many different *types* of small enterprises in your town as you can.
2. When instructed to do so by your teacher, compare your list with those of two or three other students and add any additional enterprises to your list.
3. Of the small enterprises listed, which would you enjoy owning and operating? Place a checkmark (✓) next to those you like. Then, in the space below, describe what those enterprises have in common.

A Sample Objective from Unit 5.0 – "Selecting a Location"

OBJECTIVES

After completing this unit, the student will be able to:

Objective 5.1	Determine factors to consider in selecting a town, city, or geographic area for a business.
Objective 5.2	Determine factors to consider in choosing a particular area of the town or city for a business.
Objective 5.3	Identify a specific site to locate a business.

Objective 5.1:
Determine factors to consider in selecting a town, city, or geographic area for a business.

The factors to consider in choosing a particular location vary as to a retailing, wholesaling, or service business. Generally these factors are determined by the type of good or service to be sold and the particular market one wishes to serve.

For instance, a manufacturing concern must consider proximity to suppliers and customers, available transportation, labor and power costs, state and local taxes and regulation.

A retail store owner's primary concerns will be local traffic patterns, parking availability, neighboring businesses and institutions. All prospective owners should outline their needs—present and future—and then locate a unit that suits their requirements.

The choice of an area to locate is usually influenced by personal factors, economic characteristics, population trends and purchasing power, and competition factors.

A. Personal factors – Time and money usually limit the amount of research needed to survey various geographic areas other than "your own background." Personal questions that need to be asked are:

   1. Should I locate near, or away from, friends and relatives?
   2. Do I have the available funds and time to properly research other areas?

3. Do I desire to live in a particular location (particular part of the country)?
4. Should I take advantage of established business connections in a location?
5. Do I have a need to supervise other personal or business interests in the area?

B. Economic characteristics – It is extremely important to know the trading area in the area of which you will serve. To identify this trading area you need to know¾

1. Population trends
2. Distribution of purchasing power
3. Size of the competition

Preference should be given to a growing town or city, one in which the income of its people is steady and regular.

C. Population trends and purchasing power – The demographics of a particular area are very important in determining one's location after the trading area has been established. The following factors should be analyzed:

1. Population – males, females, families
2. Trend in population – increasing? decreasing?
3. Income – purchasing power
4. Age
5. Type of occupations
6. Homeowners
7. Means of transportation
8. Leisure activities

Statistics may be obtained from the Bureau of Labor Statistics of the U.S. Department of Labor and local sources of information such as *Inside Phoenix*.

D. Competition – The U.S. Census Bureau provides information on specific data concerning retail, wholesale, and service businesses. Such data includes:

1. The number of stores by state and county
2. The amount of sales volume
3. The number of employees

Various questions to consider will be:

1. The number of stores there that handle my lines of merchandise is _____ ?
2. How many of these stores look prosperous?
3. How many look as though they are barely getting by?
4. How many similar stores went out of business in this area last year?
5. How many new stores opened up in the last year?
6. What price line does competition carry?
7. Which store or stores in the area will be your biggest competition?

RESOURCE 7

1. *Title:* *Small Business Management and Ownership*

2. *Source:* Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(202) 783-3238

3. *Materials:*
Volume I — Minding Your Own Small Business: An Introductory Curriculum for Small Business Management
Volume II — Something Ventured, Something Gained: An Advanced Curriculum for Small Business Management
Volume III — Location Decisions (A simulation)
Volume IV — Miniproblems in Entrepreneurship (A resource bank of individual and class activities focusing on basic skills and on the special problems of women and minority entrepreneurs)

4. *Level and scope:*

Volume I is a freestanding course that provides students with an overview of what is required to open a small business. It covers the basic definitions, forms of businesses, general marketing concepts, and business financing. The volume could be used alone as a program itself or as a first year of a two-year program. Volume II is an advanced course developed to build on Volume I. However, it could be used without Volume I if the students have previous introductory business courses. It includes an ongoing student project ("It's Your Business") incorporated throughout the units. Each student is asked to identify a business advisor from the community. Activities relate to that business venture. Volumes III and IV are supportive materials. Volume III is a simulation game on making location decisions. Volume IV is a compilation of case problems that are referenced in all units in the first two volumes.

5. *Format:* Each unit contains the following:

- A synopsis of the unit
- Student learning objectives
- Suggested teaching strategies
- Explanation of the preparation required for each part of the unit, e.g., duplication of student materials and suggested arrangements for guest speakers
- Miniproblems from Volume IV recommended for use for each unit
- References for further study

6. *Special features:*

The volumes are designed so that teacher and student materials can be separated easily. The units are in a recommended sequence for teaching. Teacher materials are white; student materials are buff-colored. Volumes I and II can be used together or as separate courses. Although Volume II goes into greater detail, there is some overlap with information contained in the first volume.

7. *Instructional Units:*

Volume I

Unit I:	What It's All About
Unit II:	Forms of Business
Unit III:	Marketing
Unit IV:	Location
Unit V:	Systems and Records
Unit VI:	Promotion
Unit VII:	Pricing
Unit VIII:	Human Relations
Unit IX:	Financing a Business
Unit X:	Effects of Business Decisions

Volume II

Unit I:	Setting Up Your Business
Unit II:	Marketing
Unit III:	Location
Unit IV:	Promotion
Unit V:	Systems and Records
Unit VI:	Pricing
Unit VII:	Business Policies and Relationships
Unit VIII:	Organizational Structure
Unit IX:	Financing Your Business

NOTE: Volumes III and IV contain a simulation and supplementary problems, respectively.

8. *Sample items:*

A Sample Section on "Forms of Business"

Summary:

Most businesses in the United States are organized as one of three legal forms: the sole proprietorship, the partnership, and the corporation.

Business functions to satisfy consumers' demands for goods and services, along a full continuum from producing raw materials, to manufacturing, to wholesale operations, to retail sale to the consumer. Small businesses exist at every step, but are more frequently found at the last one.

At the retail level small businesses can now consider the franchising alternative as one method of gaining the benefits of a large operation while running their own business.

Student Learning Objectives:

- Define and compare the three most common organizational forms (sole proprietorship, partnership, corporation).
- Trace the paths of distribution for different types of products.
- List several ways in which a wholesaler can assist the entrepreneur.
- Explain the concept of franchising, including some of its advantages and disadvantages.

Teaching Strategies:

Part A: *Business Organization:* information sheet, discussion, case study

Part B: *Types of Businesses:* information and work sheets, class discussion

Part C: *Franchise:* information sheet, interviews, discussion

Materials Preparation:

Part A: Duplicate the Information Sheet, "Comparing Legal Forms for a Business," and the Case Study, "Crossroads."

Optional: arrange for a lawyer specializing in small business law to speak to the class concerning choosing a legal form for the business and other situations in which a lawyer's help is advisable.

Part B: Duplicate the Information Sheet, "The Elements of Distribution," and the Worksheet, "Capital, Labor, and Knowledge-Intense Businesses."

Part C: Duplicate the Information Sheet, "Franchising," and the Worksheet, "Advantages and Disadvantages of Franchising."

Miniproblems:

Women and Minority Entrepreneurs:

9. "D. Blackwell." Half the students decide how many people work for Denise Blackwell and what her salary is, while the other half does the same for him.

Other Miniproblems:

3. "Employee or Partner." The problem calls for students to choose between being an employee or a partner in a business; to do this, they must identify what they need to know before they can make a decision.
7. "Line Drawing." A student attempts to describe a line drawing in words well enough for other students to draw it accurately.
38. "Printing and Bookkeeping." Students calculate savings for purchases in bulk, factor in fixed monthly expenses, and decide if it is more economical to use a large room for storage or for an income-generating press.
40. "A New Day." The owners of a successful career counselling business must decide if they should continue to keep all the profits as a return on their investment, or if they should set up a profitsharing plan for all employees.

A Sample Section on "Business Organization"

1. Define the three basic legal forms of businesses.
   - A *sole proprietorship* is a business owned by one person.
   - A *general partnership* is a legal business relationship in which two or more individuals share responsibilities, resources, and profits equally.
     [A *limited partnership* is a legal business relationship in which, according to a written agreement, some owners have limited liability for business debts and are not involved in day-to-day operation. (They are sometimes called "silent partners.")]
   - A *corporation* is a legal business relationship in which a group of persons join to create an entity treated by law as a separate individual. As an individual, the corporation, through its officers, makes contracts, conducts business activities, and assumes responsibilities for debts.

2. Distribute the student information sheet, "Comparing Legal Forms for a Business." Allow students time to become familiar with the information.

3. To introduce the first section of the information sheets, "Human Resources," point out that as the organization grows and is more complex, the organizational structure must be defined in more detail. There are advantages and disadvantages for each type. For example, it is easier to attract qualified personnel to work for a corporation because of its ability to pay higher salaries and opportunities for advancement, their presence is also a fixed expense that forces the entrepreneur to maintain a higher business volume to support them.

4. To explain the second section of the information sheets, "Initial Funding," mention that financing a business will be fully explored in Unit IX. The legal form of the business, particularly as it relates to liability, will directly affect their ability to rasie capital to start or to expand their business. For example, a wealthy private investor will be hesitant to join in an enterprise in which he or she can be held liable for all debts.

5. The third section, "Government Regulation," needs to be checked in each state in which the entrepreneur operates. The fourth section deals with the key issues of potential. Taxes are often the most important consideration in choosing a business form. For example, while a well-known problem of corporations is "double taxation" (of corporation profits and shareholders' dividends), a specific subcategory, "subchapter S corporation," avoids double taxation while preserving the limited liability so attractive to corporations.

RESOURCE 8

1. *Title:* *Small Business Ownership Management Entrepreneurship*

2. *Source:* University of Arkansas
Vocational Education Department
Fayetteville, Arkansas 72701
(501) 575-4758

3. *Materials:* Instructional Guide – Twelve units

4. *Level and scope:*

This guide for instruction in the basic entrepreneurship concepts is intended for use in secondary, adult, and postsecondary vocational education programs. The guide covers twelve topical areas, each presented in a separate module written in outline form. The modules may require the instructor to have some degree of subject-matter knowledge. Each module is self-contained and could be used in an individualized curriculum.

5. *Format:* Each unit contains most of the following instructional elements:

- Unit objectives
- Suggested activities
- Instructional materials
- Information sheets
- Assignment sheets
- Tests and answer sheets

6. *Special features:*

- Each unit includes references
- Requires duplication of student materials

7. *Instructional units:*

Unit I – Business Financing
Unit II – Business Financial Planning
Unit III – Business Outlook
Unit IV – Financial Records Management
Unit V – Human Relations–Its Effect on Personal and Business Life
Unit VI – Insurance
Unit VII – Modern Marketing for Small Business
Unit VIII – Paperwork Management
Unit IX – Personal and Family Financial Management
Unit X – Personnel Management in Small Businesses
Unit XI – Property Management
Unit XII – Taxation and Tax Planning

A Sample Unit on "Business Financing: Introduction and Short-Term Financing"

Unit Objective

After completion of this unit, the student should be able to identify the types and sources of short-term financing, as well as the general areas of business financing. The student should also be able to discuss the characteristics of each type of short-term financing. This knowledge will be evidenced by scoring 85 percent on the unit test.

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with business financing to the correct definition
2. State what factor determines the financial structure of a firm
3. Distinguish between two types of financing
4. Name three sources of short-term financing for a business
5. Name two types of trade credit
6. Name three factors that can affect the price of trade credit
7. List two characteristics of trade credit
8. Name two types of financing extended by commercial banks
9. Discuss characteristics of commercial paper
10. List advantages of commercial paper
11. List disadvantages of commercial paper
12. Distinguish between secured and unsecured financing as offered by banks and other lending institutions
13. Discuss cash discounts

Suggested Activities

I. Instructor:
   - A. Provide students with objective sheet.
   - B. Provide students with information and assignment sheets.
   - C. Discuss specific and unit objectives.
   - D. Discuss information and assignment sheets.
   - E. Direct students through the different learning paths for each specific objective.
   - F. Give test.

II. Student:
   - A. Read objectives.
   - B. Study information sheet.
   - C. Complete the assignment sheet.
   - D. Make sure you are able to perform according to the type of performance called for by each specific objective.
   - E. Take test.

Instructional Materials

Included in this unit are:

- A. Objectives
- B. Information sheet
- C. Assignment Sheet No. 1 – Computing Cash Discounts
- D. Answers to assignment sheet
- E. Test
- F. Answers to test

Information Sheet

Terms and definitions:

A. Asset structure – Type and amount of assets with various useful lives
B. Financial structure – Type and amount of financing
C. Debt – An obligation created when borrowing money or when payment is deferred on goods and services
D. Equity – Owner's contribution toward the financing of the assets of the business.
E. Maturity – Specific date or dates on which a debt obligation must be repaid
F. Default – Failure to meet a financial obligation
G. Preferred stock – Stock which gives owners prior claim to income and/or prior claim on assets
H. Common stock – Residual claim holders
I. Short-term financing – Credit extended for periods up to one year
J. Trade credit – Credit supplied to a buyer in conjunction with the purchase of goods and services
K. Line of credit (credit line) – An informal agreement between the borrower and the bank as to the maximum amount of credit that the bank will provide at any one time
L. Open account – Supplier grants credit under a previously approved line of credit
M. Trade acceptance – Draft procedure that provides the creditor with acknowledgement of a debt on open account
N. Promissory note – An unconditional written promise made to pay another party a certain amount of money at a specified time or on demand
O. Cash discount – Price reduction for early payment

Assignment Sheet No. 1 – Computing Cash Discounts

An air-conditioning repair business buys parts from a supplier that gives terms of 2/10, n30. This means that if the invoice is paid within 10 days, a discount of 2 percent may be deducted.

A. Compute the amount of discount on the following invoices, as well as the net amount on each. Terms are 2/10, n30. Compute to nearest dollar.

Amount of Invoice	*Discount*	*Net Amount of Invoice*
$ 150	_____	_____
600	_____	_____
75	_____	_____
380	_____	_____
1,250	_____	_____
545	_____	_____
Total:_____	_____	_____

B. Compute interest at an annual rate of 10 percent on the total net amount of the invoices for 10 days (360-day basis).

C. Compute interest at an annual rate of 10 percent on the total amount of invoices (no discount) for 30 days (360-day basis).

D. If the repair business borrows money at 10 percent to enable it to take the 2 percent discount, will it be a savings? If so, how much?

A Sample Test Question from the Unit on Business Financial Planning

Factors Which Affect Financing Needs of A Business

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

____	a. Long-run average profit earned under a variety of options concerning the quantity stocked, if demand varies over time	1. Capital
____	b. Inventory planning model in which the carrying costs of a large inventory and the savings incurred when ordering larger quantities are compared	2. Working capital
____	c. Amount of inventory carried to prevent the loss of sales when demand is particularly high during the reorder period	3. Long-term assets
____	d. Fixed assets, or assets which are subject to depletion through operations, such as land, buildings, fixtures, and equipment	4. Capacity
____	e. Delayed payment for goods/services from customers	5. Inventory
____	f. Needs caused by the uncertainty of a deficit of cash receipts and the fact that the timing and magnitude of disbursements for some operating costs cannot be controlled	6. Expected profit
____	g. Legal tender and demand deposit balances held with banks	7. Perishability
____	h. Marketable securities or certificates of deposit	8. Economical order quantity
____	i. Itemized list of goods or stock of goods on hand, with their estimated value	9. Safety stock
____	j. Cash held to allow management to move quickly to realize profits without first having to raise capital to take advantage of a profitable opportunity	10. Credit
____	k. Balances needed to meet obligations when cash sales and collections are expected to be inadequate to cover disbursements	11. Cash
____	l. Shelf-life of an inventory item	12. Near-cash
____	m. Point at which additional investments in long-term assets is needed to be able to meet the demand for the firms' product or service	13. Transactional needs (cash)
____	n. Financing for a business firm	14. Precautionary needs (cash)
____	o. Current assets, or assets that will be converted to cash within a year in the normal course of business, such as cash, inventories, and receivables	15. Speculative needs (cash)

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Section IV
EXPLORING RELATED RESOURCES

ADDITIONAL CURRICULUM RESOURCES

Numerous materials have been produced by both the public and private sectors that supplement the curriculum materials identified in this guide. These materials fit into three broad categories:

Exposure – materials introducing students to the basic concept that they can be small business owners, and what that role involves

Exploration – materials providing students with opportunities to review the life-style and characteristics of an entrepreneur

Preparation – materials providing students with instruction in the competencies needed by an entrepreneur

These resources are listed in the following chart.

Category:	*Main Topic:*	*Resource:*
Exposure	Economics Economic system Free enterprise	*The Economics of Free Enterprise*, available from: National Distributive Education Clubs of America (DECA) DECA Related Materials 1908 Association Drive Reston, VA 22091 *To the Top – An Economic Board Game*, available from: Instructional Materials Laboratory The Ohio State University 112 Townshend Hall 1885 Neil Avenue Columbus, OH 43210 *Economics and Marketing Learning Activities Packages* (LAPs), available from: Interstate Distributive Education Curriculum Consortium (IDECC) The Ohio State University 1564 West First Avenue Columbus, OH 43212 *The American Enterprise Series* and *Doin' Business* (includes slide/tape presentation), available from: Center for Occupational Curriculum Development University of Texas at Austin P.O. Box 7218 Austin, TX 78712

Category:	*Main Topic:*	*Resource:*
Exposure, continued		*Venture – The Magazine for Entrepreneurs* editorial office: 35 West 45th Street New York, NY 10036 subscriptions: P.O. Box 10772 Des Moines, IA 50349
		Fergi Builds a Business Series (film strip cassettes): *If the Fergi Fits, Wear It; Fergi Goes, Inc.; Fergi Diversifies; Fergi Meets the Challenge* Walt Disney Educational Media Co. 500 South Buena Vista Street Burbank, CA 91521
		Kuriloff, Arthur H., and Hamphill, J.M. *How to Start Your Own Business and Succeed.* New York: McGraw-Hill, 1980.
		Baty, G. B. *Entrepreneurship: Playing to Win.* Reston, VA: Publishing Co., 1974.
		McCaslin, B.S., and McNamara, P.P. *How to Start Your Own Business.* Women's Entrepreneurship Project. Los Angeles: University of California at Los Angeles, 1978.
		Minority Ownership of Small Businesses. Thirty Case Studies. Washington, DC: U.S. Government Printing Office, 1972. (ERIC Document Reproduction Service No. ED 146 438) and *Minority Ownership of Small Businesses.* Instructional Handbook. Washington, DC: U.S. Government Printing Office, 1972. (ERIC Document Reproduction Service No. ED 074 284)
		Hutt, R. W. *Creating a New Enterprise.* No. D50. Cincinnati, OH: South-Western Publishing, 1981. Text-workbook.
		Brown, K.W., and Warner, A.R., eds. *Economics of Our Free Enterprise System.* New York: Gregg, 1982.
Exploration	Are you an entrepreneur?	*Pre-Business Workshops* sponsored by the U.S. Small Business Administration. (Contact your local office for information.)
	Challenges of small business ownership.	Ely, Vivian K., and Barnes, M.T. *Starting Your Own Small Business.* New York: Gregg, 1978. (Occupational manual)
		Kuebbler, G. *Going into Business for Yourself.* Columbus, OH: Ohio Distributive Education Materials Laboratory, 1975. Available from: Instructional Materials Laboratory The Ohio State University 112 Townshend Hall 1885 Neil Avenue Columbus, OH 43210

Category:	*Main Topic:*	*Resource:*
		The School Store: Making It Work. Ann Arbor, MI: Occupational Education Department, 1980. Available from: Michigan Vocational Education Resource Center 301D Erickson Hall College of Education Michigan State University East Lansing, MI 48824 U.S. Small Business Administration library of pamphlets, guides, and self-instructional modules. Timmons, J.; Smollen, L.E.; and Dingee, A.L. *New Venture Creation: A Guide to Small Business Development.* Homewood, IL: Richard D. Irwin, 1977.
Preparation	Forms of business Location Financing the business Systems and record keeping Marketing strategy Buying, pricing, and merchandising Personnel decisions Government regulations	U.S. Department of Commerce, Small Business Administration. *Business Basic Series.* Washington, DC: U.S. Government Printing Office. (Self-instructional) No. 1001 – *The Profit Plan* 1002 – *Capital Planning* 1003 – *Understanding Money Sources* 1004 – *Evaluating Money Sources* 1005 – *Asset Management* 1006 – *Managing Fixed Assets* 1007 – *Understanding Cost* 1008 – *Cost Control* 1009 – *Marketing Strategy* 1010 – *Retail Buying Function* 1011 – *Inventory Management—Wholesale, Retail* 1012 – *Retail Merchandise Management* 1013 – *Consumer Credit* 1014 – *Credit and Collections: Policy and Procedures* 1015 – *Purchasing for Manufacturing Firms* 1016 – *Inventory Management Manufacturing Service* 1017 – *Inventory and Scheduling Techniques—Manufacturing* 1018 – *Risk Management and Insurance* 1019 – *Managing Retail Salespeople* 1020 – *Job Analysis, Job Specifications, and Job Descriptions* 1021 – *Recruiting and Selecting Employees* 1022 – *Training and Developing Employees* 1023 – *Employee Relations and Personnel Policies* Koeninger, J.G., and Hephn, T. *Jeffrey's Department Store: A Retail Simulation.* New York: Gregg, n.d. Lucas, S.R. *Financial Management* (transparencies), available from: Center for Occupational Curriculum Development University of Texas at Austin P.O. Box 7218 Austin, TX 78712 *The American Enterprise Series.* Austin, TX: The University of Texas at Austin, 1976. Available from: Center for Occupational Curriculum Development University of Texas at Austin P.O. Box 7218 Austin, TX 78712

ADDITIONAL RESOURCES

This appendix reviews additional resources that are available to planners. The resources are not intended to be all-inclusive but should be used to supplement the curriculum products reviewed in this guide.

Concept Papers: Relationships Between Vocational Education and Job Creation. Job Creation Project. Urbana-Champaign, IL: University of Illinois, July 1980. (ERIC Document Reproduction Service No. ED 189 460)

This publication contains ten papers designed to show relationships between job creation and vocational education in three areas: national and state perspectives of job creation; the impact of specific vocational education disciplines on the job creation process; and case studies of job creation activity in three communities. The first paper, "Vocational Education's Role in Job Creation and Job Development," presents a national perspective of job creation. "Job Creation and Vocational Education Leadership" emphasizes the need for leadership at the state level to facilitate the job creation process. "Small Business Development and Job Creation" provides a rationale for small business as a primary source of job creation activities. "The Role of CETA (Comprehensive Employment and Training Act) in Job Creation" focuses on CETA programs that are designed to prepare people for the work force. Other papers cover vocational areas: the health care industry, special needs populations, and new and emerging vocational home economics. Three case studies highlight activities that affect employment in the communities of Staples, Minnesota; Urbana-Champaign, Illinois; and Decatur/Macon County, Illinois. The study was sponsored by the Illinois State Office of Education, Division of Adult Vocational and Technical Education, Springfield, Illinois.

Downing, Diana E. "Education, Training, and Assistance: An Issue But Not a Priority." *Studies in Enterprise Education Research Program.* Austin: The Institute for Constructive Capitalism, University of Texas at Austin, February 1980. (ERIC Document Reproduction Service No. ED 189 429)

This paper describes one of the key issue areas addressed by the White House Conference on Small Business, Washington, DC, January 13-17, 1980. Education, training, and assistance was one of twelve major conference themes, which also included capital formation and retention; minority business development; economic policy and government programs; women in business; government regulation and paper work; inflation; international trade; federal procurement; energy; innovation and technology; and veterans in business. The purpose of this paper is to offer some suggestions as to why education, training, and management assistance, although a vital issue to small business, did not emerge as a critical priority at the White House Conference.

Nelson, Robert E., and Bober, Gerald F. "Small Business Ownership: A Neglected Career Option." *Business Education World* 57 (March-April 1977): 22-23. (ERIC No. EJ 239 842)

Changes in small business, education for small business ownership, curriculum development, other materials, and implication for occupational education are topics discussed in this article. The need for total programs that will adequately prepare young people for successful careers in small business ownership and management is cited.

Deane, Edward. "Venture Capital—Entrepreneurship for Curriculum Change." *Clearing House* 50, no. 2 (October 1976): 75-76. (ERIC No. EJ 154 428)

The need to develop a psychological climate conducive to change in schools, the financing necessary for an adequate system of research and development, and the limits research proposals should encompass to meet community needs are discussed.

National Advisory Council on Vocational Education. *Preparation for Self-Employment: A New Dimension in Vocational Education.* Issue No. 1. Washington, DC: National Advisory Council on Vocational Education, January 1979. (ERIC Document Reproduction Service No. 167 832)

In the past the task of vocational educators has been to prepare people, especially youth, for known employment opportunities. The vocational system has paid too little attention to self-employed persons who discover and create their own jobs. These entrepreneurs are essential to economic vitality, especially today when we must be concerned about the adequacy of employment opportunities. There is a parallel need to create more entrepreneurial work opportunities inside existing organizations. The time has come to focus national attention on education for self-employment. We should reexamine public policy to see how government may be discouraging small business formation; enlarge our policy conception of human resources to include entrepreneurial self-employment; and learn how to modify educational programs to prepare people for the entrepreneurial world.

Nichols, Charles, and Persons, Edgar. *Job Creation: Implications for Vocational Education Research and Development.* Occasional Paper No. 48. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 167 803)

Job creation, properly researched and developed, can help vitalize vocational education for educators, their students, and the community. To help rectify the migration of employers from the inner cities to outlying areas over the past few years, vocational education needs to prepare people to become employers as well as employees. After researchers identify community needs and resources, development teams can work with vocational education agencies to develop entrepreneurship programs for the area. As we move into a technological society, the impact of preparing people to work for themselves is one of the richest resources of futurism. Another pressing national problem is the mismatch between the supply of job seekers and the supply of jobs in many areas. Today, vocational educators have the responsibility to examine and pursue alternatives to deal with the problem of job creation. These alternatives include new urban renewal, decentralized urban renewal, and part-time job creation.

McNamara, Patricia P. "Business Ownership: A New Career Option for Women." In *Enhancing Women's Career Development*, edited by Barbara A. Gutek. New Directions for Education, Work, and Careers, no. 3. San Francisco: Jossey-Bass, 1979.

The status of, and the barriers faced by, women business owners are examined, and ways in which higher education can assist women to overcome these obstacles are suggested. The Women Entrepreneurs Project is described, and a survey of women-owned businesses in California is discussed.

Winter, Gene M., and Fadale, LaVerna M. *Sourcebook for Improving Postsecondary Self-Employment Programs.* Albany: Two-Year College Development Center, State University of New York at Albany, September 1979. (ERIC Document Reproduction Service No. ED 181 247)

> This sourcebook on small business/entrepreneurship programs is based on the experiences of staff members involved in a project to improve such programs in New York two-year colleges. The major section, "Handbook for Coordinators of Postsecondary Programs for Self-Employment," is a synthesis of ideas and recommendations in ten decision areas that a coordinator must address: purpose or need, clientele, client characteristics, program objective, program structure and scope, funding and support, staffing, recruitment and selection, evaluation, and program content. Other sections include: a decision guide of basic questions and supportive materials; a list of resources and instructional materials; six case studies of small business ventures; guidelines for evaluation of program planning, recruitment, and selection, instructional objectives, staffing, and program impact; a list of contact persons at postsecondary institutions; and a topical paper on recruitment and funding.

Broadnax, Reginald; Emery, Ervin A., Jr.; Shell, Vicki; and Turner, Betty H. *Development and Validation of Competency Based Instructional Systems for Adult, Post Secondary, Special Needs, and Entrepreneurship via the IDECC System.* Columbus, OH: Interstate Distributive Education Curriculum Consortium, March 1979.

> The Interstate Distributive Education Curriculum Consortium (IDECC) was used as the nucleus in a five-part project to develop competency-based instructional systems in five areas, including entrepreneurship. In each area, competencies were identified and learning activities were developed, tested, and refined.

The following resources are useful in *evaluating* entrepreneurship education:

Winter, Gene M., and Fadale, LaVerna M. *Sourcebook for Improving Postsecondary Self-Employment Programs.* Albany: Two-Year College Development Center, State University of New York at Albany, September 1979 (ERIC Document Reproduction Service No. ED 181 247)

American Institutes for Research. *Entrepreneurship Training Components (ETC) for Vocational Education.* Handbook on Utilization. Palo Alto, CA: American Institutes for Research, 1980.

American Institutes for Research. *Preparing for Curriculum Change.* Vocational Education Curriculum Specialist (VECS) Series, no. 15. Palo Alto, CA: American Institutes for Research, 1981.

RELEVANT ORGANIZATIONS

Many local, state, and national organizations, as well as government agencies, are interested in the promotion and expansion of entrepreneurship training. Contacting these organizations can be useful to planners reviewing strategies to implement entrepreneurship training. Inquiry to the headquarters of national organizations can also identify local offices or chapters.

American Business Women's Association
9100 Ward Parkway
Kansas City, MO 16414

American Federation of Small Business
407 South Dearborn Street
Chicago, IL 60605

International Council for Small Business
929 North Sixth Street
Milwaukee, WI 52303

National Association of Small Business Investment Companies
512 Washington Building
Washington, DC 20005

National Business League
4324 Georgia Avenue, NW
Washington, DC 20011

National Small Business Association
1225 19th Street, NW
Washington, DC 20036

National Federation of Independent Businesses
150 West 20th Avenue
San Mateo, CA 94403

U.S. Chamber of Commerce
1615 H Street, NW
Washington, DC 20062

Active Corps of Executives (ACE)
Service Corps of Retired Executives (SCORE)
U.S. Small Business Administration
1441 L Street, NW
Washington, DC 20416

Farmers Home Administration
U.S. Department of Agriculture
Fourteenth Street and Independence Avenue, SW
Washington, DC 20250

Economic Development Administration
U.S. Department of Commerce
14th Street between Constitution Avenue and E Street, NW
Washington, DC 20230

U.S. Department of Energy
1000 Independence Avenue, SW
Washington, DC 20585

U.S. Department of Housing and Urban Development
451 Seventh Street, SW
Washington, DC 20410

U.S. Department of the Interior
C Street between 18th and 19th Streets, NW
Washington, DC 20240

Small Business Innovation Research (SBIR)
National Science Foundation
1800 G Street
Washington, DC 20550

American Association of Community & Junior Colleges
One Dupont Circle, NW
Suite 410
Washington, DC 20036

American Vocational Association
2020 North 14th Street
Arlington, VA 22201

Center for Private Enterprise and Entrepreneurship
Baylor University
Waco, TX 76703

Distributive Education Clubs of America, Inc.
1908 Association Drive
Reston, VA 22091

Future Business Leaders of America
P.O. Box 17417 – Dulles
Washington, DC 20041

National Retired Teachers Association
American Association of Retired Persons
1909 K Street, NW
Washington, DC 20049

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Joint Council of Economic Education
1212 Avenue of the Americas
New York, NY 10036

Junior Achievement, Inc.
550 Summer Street
Stamford, CT 06901

National Business Educators Association
1914 Association Drive
Reston, VA 22091

National Schools Committee for Economic Education
143 Sound Beach Avenue
Old Greenwich, CT 06870

In addition to national groups, many local and regional organizations are involved in the promotion of entrepreneurship. Potential sources are as follows:

Local chambers of commerce
Local banks and investment companies
Local colleges and universities that offer centers for small business managers
Local civic organizations
Local legal associations
Local development authorities

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	• *Work, Employment, and the New Economics*	OC 70	$ 2.20
	• *Entrepreneurship – ERIC Update*	BB 51	$ 3.80
NEW	• *Problem Solving Process: A Program Planner's Handbook*	LT 63	$ 8.75

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